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ABSTRACT

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The results of this project was a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. The bulk of this manual is comprised of sections for each subsystem of SIS, describing in detail the type of information collected by each SIS instrument, procedures for data collection, preparation and special coding of data, processing the data, report format and reporting, and survey evaluation. Sample survey evaluation and reporting forms are included. A final section makes suggestions concerning an appropriate schedule for implementation of the seven types of follow-up studies over a 10 year cycle. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Activities Manual (JC 760 474) and Data Processing Manual (JC 760 476). (JDS)

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TEX-SIS FOLLOW-UP

Student Follow-up Management Information System

P M
PROCEDURES MANUAL

Accompanying Documents
Include
AM - Activities Manual
DPM - Data Processing Manual
SC1 - Exit Interviews
by Alvin Community College
SC2 - Employer Follow-up
by Amarillo College
SC3 - Representative Sampling
by College of the Mainland
SC4 - Follow-up Methodology
by Del Mar College
SC5 - Follow-up Costs
by Navarro College
SC6 - Graduate Follow-up
by San Antonio College
SC7 - Educational Goals and Student Flow
by Western Texas College

Documented by the staff of Project FOLLOW-UP, Tarrant County Junior College. Project FOLLOW-UP was fully supported by funds from the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

August 1976

JC 760 475

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Project FOLLOW-UP

MEMORANDUM

August 1976

TO: Interested Personnel

FROM: Dr. Jim F. Reed, Director of Project FOLLOW-UP

SUBJECT: TEX-SIS Procedures Manual (PM)

This manual is a segment of the third in a series of publications designed to document the follow-up system developed by Project Follow-up. The general documentation philosophy presents SIS at three different levels. The first level (the brochure) gives a general overview of SIS with appropriate information included for the college administrator and/or State personnel to make decisions regarding the depth of follow-up involvement desired. The second level (the Activities Manual) presents the actual questionnaires utilized by SIS (and rationale for development) for college level staff personnel to make decisions regarding the usefulness of the questionnaires to a particular institutional environment. The third level (this Procedures Manual, the Data Processing Manual, and Subcontractors' Manuals) presents SIS in a more comprehensive manner and can be used as a guide to actually performing the different types of follow-up studies included.

Of course, it is understood that the collection of the various types of student follow-up information is an endless task. The possibilities for the expansion and/or alteration of SIS are tremendous. SIS will not provide all of the student follow-up information to satisfy everyone. However, SIS is a fairly comprehensive "beginning" from which future local and/or State follow-up systems can benefit.

Because of the above, SIS is continually searching for ways to improve. New ideas, notation of problem areas, suggestions for additions and/or improvement, etc. are welcomed from the users of SIS.

JFR:mg

PREFACE

The purpose of this "Procedures Manual" is to further explain the operation of SIS to the degree of detail which will give college personnel the ability to make decisions regarding its interface capability with their college's normal operating procedures. As can be seen in the Contents section of this Manual, SIS's seven subsystems are further detailed in terms of implementation and data collection procedures, data preparation and processing, reporting, system evaluation guidelines, and other procedures which SIS suggests for the successful operation of a follow-up system.

It should be noted that SIS does not feel that the suggested procedures can be utilized in all institutional environments. Changes in procedures to make the follow-up system more effective locally are encouraged.

JFR

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Each of the above subsystems is treated in relation to specified activities by:

1. Population
2. Suggested Instrumentation
3. Type of Data Collected
4. Data Collection Procedures
5. Preparing the Data for Processing
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Tarrant County Junior College and the Project Follow-up subcontractors reserve the right to make alterations and/or additions to the TEX-SIS Follow-up documentation on a need basis. Periodic updates and/or revisions may be necessary to assure that the system provides the most current information available. The TEX-SIS Follow-up documentation may not be commercialized without the written permission of the system developers.

STUDENT'S EDUCATIONAL INTENT

SUBSYSTEM I
STUDENT'S EDUCATIONAL INTENT

Population: May include new, re-entry and returning students enrolled in one or more college credit courses.
Suggested Instrumentation: (SEI) Student's Educational Intent (PF01-1-J) Salmon

Type of Data Collected

The SEI questionnaire is a relatively short card form which collects the below types of student information:

1. Current employment status
2. "Work experience" in major field of study
3. Primary educational goal
4. Education required to fulfill objective
5. Expected time of goal completion
6. Plans for enrollment in future
7. Definitiveness of educational goal
8. Major field of study

The primary purpose of the SEI card is to develop the type of student data which will reflect student goals and student's decisions regarding pursuance of formal programs or individual courses. Of course, the SEI card also collects the employment status of students (which could have implications for student service programs and course scheduling) and future enrollment plans (which could have implications for making enrollment predictions).

The SEI card can be utilized to collect data for completion of the TEA occupational/technical enrollment forms if a college so desires. In order to do this, the college must interface SEI data with other student data (sex, ethnic group, course type code, target population, etc.) required for the TEA enrollment forms.

Data Collection Procedures

The SEI card (being of small size) can be interfaced with many institutions' registration system, although some concerns have been expressed regarding the desirability of requesting student "goals" during a registration process. Most institutions who tested the card did not experience a large amount of difficulty interfacing with the registration process although some who have "pre-advisement" sessions felt that the reliability of the information could be increased by providing the student with an environment which was conducive to goal selection. Some institutions chose to implement the card "in-class" which proved fairly successful. Since the SEI card is to be used primarily for new, re-entry, and returning students, there is probably no need to conduct a mail survey to collect the data.

If an institution wanted to utilize the SEI card for TEA enrollment reporting, the cards which indicated a student with an occupational/technical major and intent (improvement of existing job skills and/or preparation for job to be obtained) would have to be processed according to sex and ethnic categories in addition to course type, target population, level, and major code categories. Of course, the cards would also have to be unduplicated from one semester to the next in order to provide the "unduplicated headcount" figures requested by TEA.

For a more detailed discussion of educational goals as they relate to follow-up studies, Western Texas College's Educational Goals and Student Flow subcontractor report should be consulted. The collection of SEI data, although no mail-out survey is required, is one of SIS's more expensive subsystems because of the number of data cards which must be proofed and processed. For cost information relating to surveys in this subsystem, Navarro College's Follow-up Costs report should be consulted.

Preparing the Data for Processing

Since some student educational intent studies have tendencies toward being fairly high volume studies, provisions have been made by SIS to process the data in this subsystem by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc., will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the SEI questionnaire primarily concerns the completion of the appropriate boxes in the lower portion of the questionnaire. The student's major field code (if applicable) can be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of your program areas, the data will appear in a much more usable format. The major field code table utilized may be your own individual college's code listing or codes provided by the Texas Education Agency and/or Coordinating Board. However, for State enrollment reporting purposes, the list of major field codes provided by the TEA should be utilized. Regardless of what is used, a complete listing of the major field code table and exact nomenclature of your program areas should be provided to the individual who is responsible for processing the data.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors such as undecideds, and A/CE for adult and continuing education students). The A/CE designation is for form standardization reasons primarily, since it may not be feasible to implement this type of questionnaire on adult and continuing education students. This A/CE block, therefore, is not expected to be utilized to any great extent in this subsystem.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes utilized and their meaning.

If the data is to be processed by other student characteristics (sex, ethnic group, age, etc.), the student's social security number can be used to access other data from the college's student master files. Once the SEI data is interfaced with other student data, the information may be processed accordingly. However, before the decision is made to perform this interface, the person responsible for processing the data should be consulted.

Processing the Data

The processing of the SEI cards by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on a sheet designed in a manner similar to the one included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentage. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (program areas, campuses, student groups, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. There must normally be an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting information is one of the most important segments of conducting student surveys. Many significant studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. SIS suggests that the student information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of semesters or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

It is especially important to compute and report percentages of individual response items in relation to the number of overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that survey process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found a suggested design for securing an evaluation of the SEI data. This evaluation form can be sent (along with the survey report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF STUDENT'S EDUCATIONAL INTENT SURVEY
Name____________________
Position____________________
College/Agency____________________
Date____________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 9 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Current employment status

☐ "Work experience" in major field of study

☐ Primary educational goal

☐ Education required to fulfill objective

☐ Expected time of goal completion

☐ Plans for enrollment in future

☐ Definitiveness of educational goal

☐ Major field of study

☐ Name of student

☐ ____

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:

DATE:

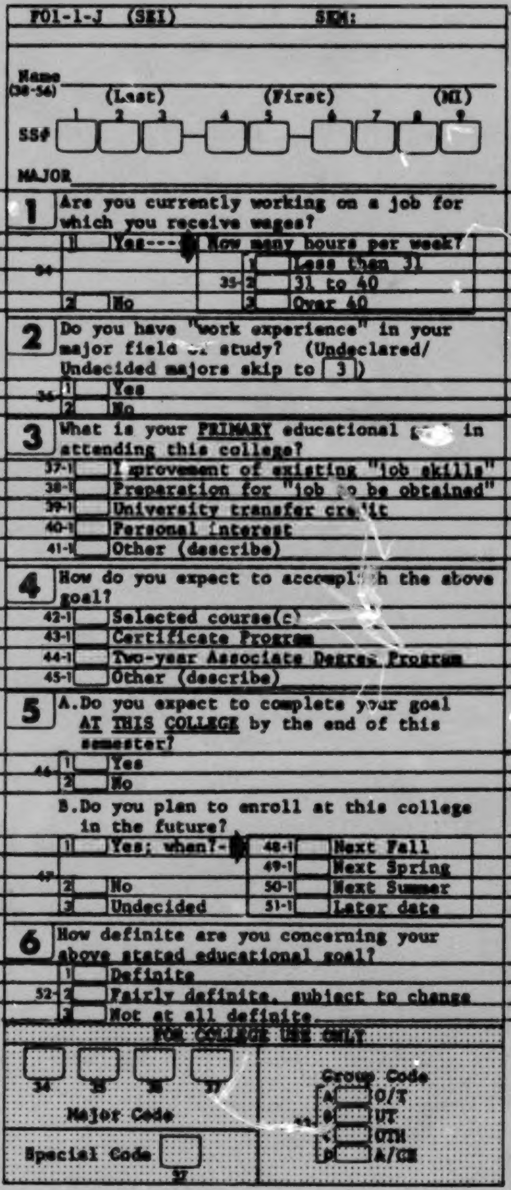
POPULATION:

SIS TABULATION SHEET

Student's Educational Intent

Page ___ of ___

% - Rating	Totals		Totals	% - Rating



F01-1-J (SEI) SEM:

Name ______________________ (36-56)
(Last) (First) (MI)

SS# ☐☐☐-☐☐-☐☐☐☐ (1 2 3 4 5 6 7 8 9)

MAJOR ______________________

1 Are you currently working on a job for which you receive wages?

34-
- 1 ☐ Yes---→ How many hours per week?
  - 35- 1 ☐ Less than 31
  - 2 ☐ 31 to 40
  - 3 ☐ Over 40
- 2 ☐ No

2 Do you have "work experience" in your major field of study? (Undeclared/Undecided majors skip to 3)

36-
- 1 ☐ Yes
- 2 ☐ No

3 What is your PRIMARY educational goal in attending this college?

- 37-1 ☐ Improvement of existing "job skills"
- 38-1 ☐ Preparation for "job to be obtained"
- 39-1 ☐ University transfer credit
- 40-1 ☐ Personal interest
- 41-1 ☐ Other (describe)

4 How do you expect to accomplish the above goal?

- 42-1 ☐ Selected course(s)
- 43-1 ☐ Certificate Program
- 44-1 ☐ Two-year Associate Degree Program
- 45-1 ☐ Other (describe)

5 A. Do you expect to complete your goal AT THIS COLLEGE by the end of this semester?

46-
- 1 ☐ Yes
- 2 ☐ No

B. Do you plan to enroll at this college in the future?

47-
- 1 ☐ Yes; when?→
  - 48-1 ☐ Next Fall
  - 49-1 ☐ Next Spring
  - 50-1 ☐ Next Summer
  - 51-1 ☐ Later date
- 2 ☐ No
- 3 ☐ Undecided

6 How definite are you concerning your above stated educational goal?

52-
- 1 ☐ Definite
- 2 ☐ Fairly definite, subject to change
- 3 ☐ Not at all definite

FOR COLLEGE USE ONLY

☐ 34 ☐ 35 ☐ 36 ☐ 37
Major Code

Special Code ☐ 37

Group Code
- A ☐ O/T
- B ☐ UT
- C ☐ OTH
- D ☐ A/CE

WITHDRAWAL FOLLOW-UP

SUBSYSTEM II
WITHDRAWAL FOLLOW-UP

Population: May include those students who formally withdraw or "walk-off" from one or more credit courses in which they initially enrolled.

Suggested Instrumentation:
(COS/W) Course Withdrawal (F02-1-E) White
(COL/W) College Withdrawal (F02-2-E) Blue
(WO) Walk-off (F02-3-D) Gray

Type of Data Collected

The three withdrawal follow-up card forms are relatively short questionnaires which collect the below types of student information:

1. Program or course identification
2. Employment and/or college enrollment status
3. Reason(s) for withdrawal status
4. Need of counselor assistance
5. Previous use of college services
6. Program or course identification
7. Suggestions for improvement of courses and/or services
8. General comments
9. Future enrollment status
10. Opinion of educational experience

The primary purpose of collecting student withdrawal information is to develop data relative to "reason(s) for the student's withdrawal status." By collecting this type of information, a college may be able to realize certain program scheduling, and/or student services areas which can be emphasized to combat what withdrawal rate may be evident. Of course, the withdrawal cards also collect student employment status information (which could have implications for counseling and scheduling courses), relative need and/or use of college service areas, opinion information and comments, and the student's "re-enrollment" plans. Of course, this type of data is particularly interesting when compiled by individual course, department, division, and/or major field of study.

Data Collection Procedures

The card forms (being of small size) can be interfaced with many colleges' normal procedures a student must follow [illegible] withdraw from college or individual courses. While the course and college withdrawal forms can be implemented at the registrar's and/or counseling office, the walk-off form requires a mail-out. Most institutions previously implementing the course and/or college withdrawal forms did not experience difficulty in beginning the process of collecting the data. However, in many cases, the procedures were not sustained, thereby resulting in the collection of information from a fairly low percentage of student withdrawals. The sustainment of the procedure for collecting information from as many withdrawal students as possible is important to the success of the survey. Of course, the point of college withdrawal facilitates the operation of an exit interview process if a college so desires.

Course Withdrawal - The course withdrawal questionnaire (white) has been specifically designed to gather information from students who withdraw from one or more courses during the semester without totally withdrawing from college. Although the primary purpose of the survey is to gain knowledge relative to "reasons for course withdrawal," additional questions concerning suggestions for better fulfilling educational needs and counselor assistance needs are added.

Collection of information while the student is withdrawing from individual courses is perhaps one of the easier surveys to conduct by virtue of its relative inexpensiveness, availability of a central collection point, and non-mail survey status although the information gathered has the potential of being "sensitive" in nature. It seems that the most feasible location for the survey is the registrar's office although some institutions may differ in the administrative manner in which the "course withdrawal" is processed. Although, in many cases, the survey lengthens the amount of student time required to withdraw from a course, relatively little resistance by students or administrative staff personnel has been noted. With the addition of the student's name, social security number, and course withdrawal date, information gathered by the Course Withdrawal card may be interfaced by the local institution with race, sex, age, and other student information which may be collected as required by the Coordinating Board's Uniform Reporting System in the CBM-001 Student Report.

College Withdrawal - The college withdrawal questionnaire (blue) has been specifically designed to gather information from students who withdraw from college. Although the primary purpose of the survey is to gain knowledge relative to "reasons for college withdrawal," additional questions concerning use of college services, plans for future enrollment, employment status, and opinion of educational experience are added.

Collection of information while the student is withdrawing from college is one of the easier surveys to conduct because of its relative inexpensiveness, availability of a central collection point, and non-mail survey status. Many institutions who require the student who is withdrawing from college to be processed through the counseling office have found this environment conducive to collection of valid information, although many institutions center their college withdrawal process in the registrar's office. Either collection point seems to be satisfactory for the student's completion of the survey form although the counseling office environment seems preferable. With the addition of the student's name, social security number, and college withdrawal date, information gathered by the College Withdrawal card may be interfaced by the local institution with race, sex, age, and other student information which may be collected as required by the Coordinating Board's Uniform Reporting System in the CBM-001 Student Report.

Walk-off - The walk-off survey instrument has been specifically designed to gather status and opinion information from students who stop attending class without completing the necessary forms (if applicable) to be formally withdrawn from the class. Procedures for identification of this "walk-off" student vary from institution to institution, but usually depend upon the appropriate notification and/or form completion by the instructor. Institutions presently having established procedures for administratively withdrawing "walk-off" students may be able to obtain appropriate names and addresses for this target population during the withdrawal process.

The basic walk-off instrument (with the course entered on the front of the form) has been specifically designed to be mailed during the semester, immediately upon identification of the student as a potential walk-off. Better response rates will be obtained if the follow-up instrument is mailed as soon as possible after a "walk-off" condition is suspected.

From a cost-effective standpoint, the higher rate of returns is obtained with an initial first-class mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument. To simplify logistics, names and addresses of students requiring reminder letters could be collected throughout the semester, with "reminder" mail-outs being sent out at specified intervals. This process eliminates the necessity of scheduling "reminders" on a student-by-student basis.

The instrument has been structured to facilitate a "stick-on" mailing label which can be used as the actual postal address, and will show through a regular window envelope. When combined with a cover letter and return envelope, the instrument will remain in place in a regular business envelope. Three mailing labels will be required for some students who do not respond after the initial mail-out and post-card reminder. A complete list of population names and addresses for recording returns will also be needed. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label.

For a more complete discussion of the proper procedures to follow when conducting a mail-out survey, Del Mar College's Follow-up Methodology and San Antonio College's Graduate Follow-up subcontractor reports should be consulted.

For cost information relating to surveys in this subsystem, Navarro College's Follow-up Costs report should be consulted.

Preparing the Data for Processing

Since some withdrawal studies have tendencies toward being fairly high volume studies, provisions have been made by SIS to process the data by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions which should not have multiple responses (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

Course Withdrawal - The primary problem with preparing the course withdrawal instrument for processing is the proper designation of the course being "dropped." For this reason, careful attention should be given to the manner in which the course is designated. If the student's course designation differs from the manner in which the college designates a course (i.e. CHEM vs CHM, with both indicating a Chemistry course) the proper identification should be entered to the right of student's course designation in the space titled "For College Use Only." Also, the data may be processed by Group Code if the appropriate block (O/T for occupational/technical courses, UT for university transfer courses, OTH for other type courses, and A/CE for adult and continuing education courses) is completed. The A/CE designation is for form standardization reasons primarily, since it may not be feasible to collect course withdrawal information from adult and continuing education students. This block, therefore, is not expected to be utilized to any great extent in this subsystem.

The Special Code designation may be utilized in a manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning.

College Withdrawal - The college withdrawal survey, from an implementation and processing standpoint, seems to be the easier of the three questionnaires in this subsystem to implement. The specification and coding of the major field of study has posed some problems, but not to the extent that the study was significantly affected. After an interpretation of the student's major has been made, the appropriate major code should be entered by the college at the bottom of the card in the space titled For College Use Only. By combining the appropriate code numbers with the exact nomenclature of the college's program areas, the data will appear in a much more usable format. The major field code table utilized may be the college's own code listing or codes provided by the Texas Education Agency and/or Coordinating Board. Regardless of what is used, a complete listing of the major field code table should be provided to the individual who is responsible for processing the data. The Group Code designation and Special Code designation may be utilized in the same manner as discussed in the course withdrawal section. However, in this case, the Group Code designation will be referring to the major field of study instead of an individual course.

Walk-off - Since the walk-off survey requires a mail-out, a low amount of control is exercised over the completion of the questionnaire. Low response rates, in comparison with other types of surveys, can be expected which, of course, makes the data less reliable. However, this is an important population which may be significantly different from other populations surveyed by SIS. Of course, the course from which the student has "walked-off" should be entered on the front of the card prior to the mail-out. After the questionnaire is returned, the appropriate information can be entered in the space titled For College Use Only using the proper abbreviations and numbers for the department, course, and section designation. The Group Code and Special Code can be used in the same manner as discussed in the course withdrawal section of this subsystem.

Processing the Data

The processing of the withdrawal cards by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on a sheet designed in a manner similar to the ones included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (departments, courses, campuses, etc.), the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. SIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of semesters or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again. It is especially important to compute and report percentages of individual response items in relation to the number of overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the withdrawal data. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF COURSE WITHDRAWAL SURVEY
Name____
Position______________________________________
College/Agency__________________________________
Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 6 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Date of course withdrawal

   ☐ Course identification

   ☐ Reason(s) for dropping the course

   ☐ Whether counselor assistance would be beneficial

   ☐ Suggestions for better serving educational needs

   ☐ Name of student

   ☐ ____

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF COLLEGE WITHDRAWAL SURVEY

Name ________________________________

Position ________________________________

College/Agency ________________________________

Date ________________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 8 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Date of college withdrawal

☐ Major field of study

☐ Reason(s) for college withdrawal

☐ Plans for enrollment in future

☐ Current employment status

☐ Use of what college services

☐ Opinion of educational experience

☐ Name of student

☐ ________________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF WALK-OFF SURVEY

Name____

Position______________________________________

College/Agency__________________________________

Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 8 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Course identification
   ☐ Plans for returning to class
   ☐ Reason(s) for walk-off status
   ☐ Present college enrollment status
   ☐ Use of what college services
   ☐ Plans for enrollment in future
   ☐ Current employment status
   ☐ Opinion of educational experience
   ☐ ____

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

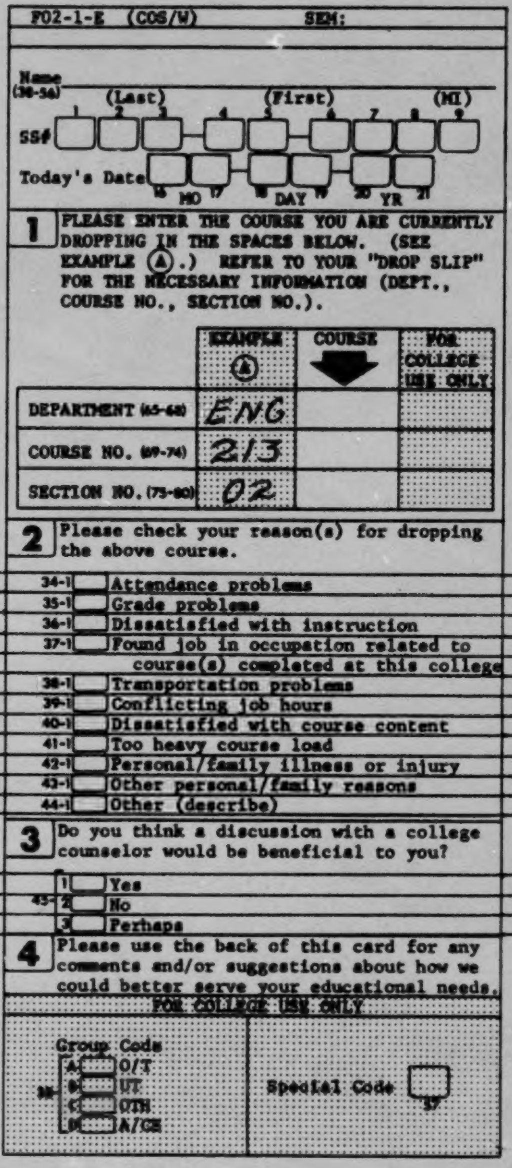
5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:	**SIS TABULATION SHEET** Course Withdrawal	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating	Totals		Totals	% - Rating



F02-1-E (COS/W) SEM:

Name (30-56) ______________________
(Last) (First) (MI)

SS# ☐ ☐ ☐ – ☐ ☐ – ☐ ☐ ☐ ☐ (1 2 3 4 5 6 7 8 9)

Today's Date ☐ ☐ – ☐ ☐ – ☐ ☐ (16 MO 17, 18 DAY 19, 20 YR 21)

1 PLEASE ENTER THE COURSE YOU ARE CURRENTLY DROPPING IN THE SPACES BELOW. (SEE EXAMPLE Ⓐ.) REFER TO YOUR "DROP SLIP" FOR THE NECESSARY INFORMATION (DEPT., COURSE NO., SECTION NO.).

	EXAMPLE Ⓐ	COURSE ⬇	FOR COLLEGE USE ONLY
DEPARTMENT (65-68)	ENG		
COURSE NO. (69-74)	213		
SECTION NO. (75-80)	02		

2 Please check your reason(s) for dropping the above course.

34-1 ☐ Attendance problems
35-1 ☐ Grade problems
36-1 ☐ Dissatisfied with instruction
37-1 ☐ Found job in occupation related to course(s) completed at this college
38-1 ☐ Transportation problems
39-1 ☐ Conflicting job hours
40-1 ☐ Dissatisfied with course content
41-1 ☐ Too heavy course load
42-1 ☐ Personal/family illness or injury
43-1 ☐ Other personal/family reasons
44-1 ☐ Other (describe)

3 Do you think a discussion with a college counselor would be beneficial to you?

45- 1 ☐ Yes
2 ☐ No
3 ☐ Perhaps

4 Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

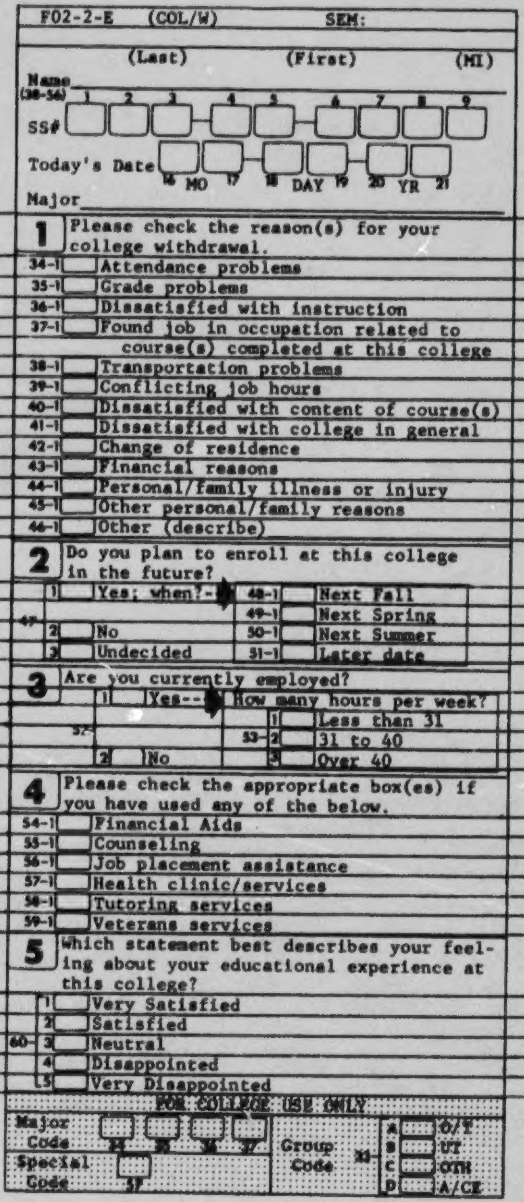
FOR COLLEGE USE ONLY

Group Code
38- A ☐ O/T
B ☐ UT
C ☐ OTH
D ☐ A/CE

Special Code ☐ 37

STUDY:	**SIS TABULATION SHEET** College Withdrawal	**Page** ___ **of** ___
DATE:		
POPULATION:		

% - Rating | Totals | | Totals | % - Rating



F02-2-E (COL/W) SEM:

(Last) (First) (MI)

Name (38-56) ____________________

SS# ☐☐☐-☐☐-☐☐☐☐ (1 2 3 4 5 6 7 8 9)

Today's Date ☐☐-☐☐-☐☐ (16 MO 17, 18 DAY 19, 20 YR 21)

Major ____________________

1 Please check the reason(s) for your college withdrawal.

- 34-1 ☐ Attendance problems
- 35-1 ☐ Grade problems
- 36-1 ☐ Dissatisfied with instruction
- 37-1 ☐ Found job in occupation related to course(s) completed at this college
- 38-1 ☐ Transportation problems
- 39-1 ☐ Conflicting job hours
- 40-1 ☐ Dissatisfied with content of course(s)
- 41-1 ☐ Dissatisfied with college in general
- 42-1 ☐ Change of residence
- 43-1 ☐ Financial reasons
- 44-1 ☐ Personal/family illness or injury
- 45-1 ☐ Other personal/family reasons
- 46-1 ☐ Other (describe)

2 Do you plan to enroll at this college in the future?

47-
- 1 ☐ Yes; when? →
  - 48-1 ☐ Next Fall
  - 49-1 ☐ Next Spring
  - 50-1 ☐ Next Summer
  - 51-1 ☐ Later date
- 2 ☐ No
- 3 ☐ Undecided

3 Are you currently employed?

52-
- 1 ☐ Yes → How many hours per week?
  - 53- 1 ☐ Less than 31
  - 2 ☐ 31 to 40
  - 3 ☐ Over 40
- 2 ☐ No

4 Please check the appropriate box(es) if you have used any of the below.

- 54-1 ☐ Financial Aids
- 55-1 ☐ Counseling
- 56-1 ☐ Job placement assistance
- 57-1 ☐ Health clinic/services
- 58-1 ☐ Tutoring services
- 59-1 ☐ Veterans services

5 Which statement best describes your feeling about your educational experience at this college?

60-
- 1 ☐ Very Satisfied
- 2 ☐ Satisfied
- 3 ☐ Neutral
- 4 ☐ Disappointed
- 5 ☐ Very Disappointed

FOR COLLEGE USE ONLY

Major Code ☐☐☐☐ (34 35 36 37)

Special Code ☐ (57)

Group Code 33- A ☐ O/T, B ☐ UT, C ☐ OTH, D ☐ A/CE

37

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Walk-off

Page ___ of _____

% - Rating | Totals

F02-6-D (WO) SEM:

1 Have you stopped attending the course listed on the reverse side of this card?

34- 1 ☐ No
2 ☐ Yes; I plan to—

A. Return to this course this semester:
35- 1 ☐ Yes
2 ☐ No

B. Enroll for this course next semester:
36- 1 ☐ Yes
2 ☐ No

2 Why have you stopped attending class?

37-1 ☐ Attendance problems
38-1 ☐ Grade problems
39-1 ☐ Dissatisfied with instruction
40-1 ☐ Found job in occupation related to course(s) completed at this college
41-1 ☐ Transportation problems
42-1 ☐ Conflicting job hours
43-1 ☐ Dissatisfied with course content
44-1 ☐ Too heavy course load
45-1 ☐ Personal/family illness or injury
46-1 ☐ Other personal/family reasons
47-1 ☐ Other (describe)________________

3 Have you stopped attending all courses in which you are enrolled?

48- 1 ☐ Yes
2 ☐ No

4 Please check the appropriate box(es) if you have used any of the below college services.

49-1 ☐ Financial Aids
50-1 ☐ Counseling
51-1 ☐ Job placement assistance
52-1 ☐ Health clinic/services
53-1 ☐ Tutoring services
54-1 ☐ Veterans services

5 Do you plan to enroll at this college in the future?

55- 1 ☐ Yes; when?→ 56-1 ☐ Next Fall
57-1 ☐ Next Spring
58-1 ☐ Next Summer
59-1 ☐ Later date
2 ☐ No
3 ☐ Undecided

6 Are you currently employed?

60- 1 ☐ Yes—→ How many hours per week?
61- 1 ☐ Less than 31
2 ☐ 31 to 40
3 ☐ Over 40
2 ☐ No

7 Which statement best describes your feeling about your educational experience at this college?

62- 1 ☐ Very Satisfied
2 ☐ Satisfied
3 ☐ Neutral
4 ☐ Disappointed
5 ☐ Very Disappointed

Totals | % - Rating

NONRETURNING STUDENT FOLLOW-UP

SUBSYSTEM III
NONRETURNING STUDENT FOLLOW-UP

Population: May include students with both university transfer/academic and occupational/technical intentions who, having completed a previous enrollment period, do not return for a subsequent enrollment period.

Suggested Instrumentation:
(NRS) Nonreturning Student (F03-1-E) Pink
(OCC/TECH) Occupational/Technical Nonreturning Student (F03-2-C) Blue

Type of Data Collected

The above two questionnaires collect the below types of student follow-up information:

1. Attendance objective(s)
2. Individual course(s) or formal program pursuance
3. Major field of study
4. Sex and ethnic data
5. College enrollment status
6. Employment status
7. Relation of employment to course(s) completed
8. Prior employment in area related to course(s) completed
9. Opinion of course(s) completed
10. Opinion of student service(s) areas
11. Name of transfer college and status
12. Transfer problem areas
13. Usefulness of training to job performance

14. Reason(s) for relationship of employment to course(s) completed

15. Relation of course(s) completed to career plans

16. Suggestions for improvement of course(s) and/or service(s)

17. General comments

18. Degree of completion of educational objective

19. Reason(s) for nonreturning status

20. History of college credit courses completed

21. Future enrollment and/or course interests

22. Opinion of educational experience

23. Course type, target population, and level code

The primary purpose of collecting nonreturning student data is to provide information from a cross-section of the college's population. The nonreturning student is perhaps the most heterogeneous population dealt with by SIS. Because of this, the college may expect to identify certain groupings of students such as nongraduate "completers," drop-outs, individuals who have found employment related to the courses completed at the college without graduating, individuals who transferred to another college, stop-outs, and other groupings which may be beneficial to future planning. Of course, much of the information is related to the student's opinion of whether the college fulfilled his or her own individual needs.

The two questionnaires can also be utilized to follow-up the below two populations of students which the Department of Health, Education, and Welfare define as "completors":

1. "Students who completed the vocational program requirements and left school without graduating."

2. "Students who terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in tne field for which they have been trained."

The specific sections which treat the above populations for State reporting purposes are selected portions of the information contained in the section titled For College Use Only on both questionnaires, questions A-9 and B-1 on the NRS questionnaire (pink) and questions A-5 and B-1 on the OCC/TECH questionnaire (blue). Of course, as stated previously, the OCC/TECH questionnaire is designed for occupational/technical students while the NRS questionnaire is designed for both occupational/technical and university transfer/academic populations. As can be noted, the questionnaires collect both data for local utilization and State reporting purposes.

Data Collection Procedures

The two questionnaires are designed to facilitate a mail-out survey after the college has identified the appropriate population it wishes to survey. Although several different populations are possible, there are two which normally receive most of the concern. One population consists of those students who exhibit the HEW characteristics stated previously. This data is normally requested by the State agency as an unduplicated population who were enrolled during a specified federal fiscal year and do not return for enrollment the following federal fiscal year. The second population consists of those students who enroll for a specified semester and do not return for the following semester. As can be seen, this provides the potential for feedback from a cross-section of students in a fairly expedient manner.

For a complete discussion of the proper methods to use in conducting a mail-out survey, Del Mar College's Follow-up Methodology and San Antonio College's Graduate Follow-up subcontractor reports should be consulted. From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mailout, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument. Also, because of the potentially large population size, a college may desire to use "sampling" procedures, thereby reducing the size of the mail-outs. For a discussion of guidelines to follow in utilizing representative sampling in surveys, College of the Mainland's Representative Sampling subcontractor report should be consulted. Also included in this report are techniques for measuring non-response bias. However, representative sampling techniques cannot normally be used when completing the TEA follow-up report form.

The two nonreturning student questionnaires have been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the student to enter the information. Three mailing labels will be required for some students who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. When folding the questionnaire, be sure that it is folded in a manner which will allow it to be returned easily in the smaller postage-paid, return envelope. For cost information relating to conducting mail-out surveys, Navarro College's Follow-up Costs report should be consulted.

Preparing the Data for Processing

Since some nonreturning student studies have tendencies toward being fairly high volume studies, provisions have been made by SIS to process the data by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner of the front of the questionnaires. After the student responds to the "major" blank, the appropriate major field code should be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of the college's program areas, the data will appear in a much more usable format. The major field code table utilized may be the college's own code listing or codes provided by the Texas Education Agency and/or Coordinating Board. However, for State reporting purposes, the list of major field codes provided by the TEA should be utilized. Regardless of what is used, a complete listing of the major field code table and exact nomenclature of your program areas should be provided to the individual who is responsible for processing the data.

As can be noted by reviewing the TEA follow-up report form, the three types of coding (Course Type, Target Population and Level Code) appear in the same format on the questionnaires as specified on the State report form. Some abbreviation is used, but the categories are essentially the same, as noted on the following page.

Course Type Code
    Coop
    Non-Coop
    Preparatory
Target Population Code
    REG (Regular)
    DAVT (Disadvantaged)
    HNCP (Handicapped)
Level Code
    Postsecondary
    Adult

The TEA has previously provided definitions of the above terms although some problems still exist with the terms and their utilization.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the last month and year of the last semester attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 76, 77, etc.

The Completion Code blocks are primarily provided for use when conducting graduate surveys although this code may be used if a college wishes to combine certain degree program information (Associate in Arts, Associate in Applied Science, Certificate, etc.) with major field code information. This completion code is not normally used with nonreturning student surveys. However, if the college wishes to use this code, the subsystem titled Graduate Follow-up can be consulted.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors such as undecideds, and A/CE for adult and continuing education students). The A/CE designation is for form standardization reasons primarily, since it may not be feasible to implement this type of questionnaire on adult and continuing education students. This block, therefore, is not expected to be utilized to any great extent in this subsystem.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning. Other coding possibilities involve the use of 6-digit FICE numbers to enter the appropriate code of the college to which the student has transferred (see question C-1 on the pink NRS questionnaire).

Processing the Data

The processing of the nonreturning student questionnaires by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on sheets designed in a manner similar to the ones included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (program area ethnic group, sex, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

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Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the nonreturning student surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF NONRETURNING STUDENT SURVEY

Name____
Position______________________________________
College/Agency_________________________________
Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 22 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Ethnic data
☐ Sex data
☐ Primary educational goal
☐ Degree of goal completion
☐ Drop-out/stop-out status
☐ Reason(s) for nonreturning status
☐ Opinion of educational experience
☐ Opinion of courses completed
☐ Opinion of student services utilized
☐ Present employment status
☐ Present college enrollment status
☐ Other status information
☐ Relation of employment to courses completed
☐ Usefulness of courses to job performance
☐ Prior employment information
☐ Name of transfer college and status
☐ Transfer problem areas
☐ Transfer credit hours accepted
☐ History of college credit hours completed
☐ Relation of courses to career plans
☐ Future course interests
☐ Suggestions/comments
☐ ________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

____

____

____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

____

____

____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   ____

   ____

   b. Procedures for collecting the data?

   ____

   ____

   c. Questionnaire (wording of questions, format, etc.)?

   ____

   ____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF OCCUPATIONAL/TECHNICAL NRS SURVEY

Name ______________________________

Position ______________________________

College/Agency ______________________________

Date ______________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 16 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Ethnic data

☐ Sex data

☐ Primary educational goal

☐ Degree of goal completion

☐ Drop-out/stop-out status

☐ Reason(s) for nonreturning status

☐ Present employment status

☐ Present college enrollment status

☐ Other status information

☐ Relation of employment to courses completed

☐ Usefulness of courses to job performance

☐ Prior employment information

☐ History of college credit hours completed

☐ Relation of courses to career plans

☐ Future course interests

☐ Suggestions/comments

☐ ______________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Nonreturning Student
Section A - Part 1

Page ___ of _____

% - Rating | Totals | Totals | % - Rating

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

1 What was your PRIMARY objective in attending our two-year college?

34-1 ☐ Improvement of existing "job skills"
35-1 ☐ Preparation for "job to be obtained"
36-1 ☐ University transfer credit
37-1 ☐ Personal interest
38-1 ☐ Other (describe) ________

2 To what extent has this objective been completed?

39- 1 ☐ Fully completed
2 ☐ Partially completed
3 ☐ Not completed

3 Do you plan to pursue this objective further?

40- 1 ☐ Yes; where?
41-1 ☐ At our college
42-1 ☐ At another college
43-1 ☐ Other (describe) ____
2 ☐ No

4 How much education is (or was) required to accomplish your educational objective at our college?

44-1 ☐ Selected course(s)
45-1 ☐ Certificate program
46-1 ☐ Two-year associate degree program
47-1 ☐ Other (describe) ________

5 What was your principal reason for NOT re-enrolling at our college this semester?

48-1 ☐ Completed needed courses
49-1 ☐ Transportation problems
50-1 ☐ Transferred to another college
51-1 ☐ Found job in occupation related to course(s) completed at this college
52-1 ☐ Conflicting job hours
53-1 ☐ Financial reasons
54-1 ☐ Change of residence
55-1 ☐ Grade problems
56-1 ☐ Dissatisfied with instruction
57-1 ☐ Dissatisfied with content of courses
58-1 ☐ Personal/family illness or injury
59-1 ☐ Other personal/family reasons
60-1 ☐ Other (describe) ________

6 Which statement best describes your feeling about your educational experience at our college?

61- 1 ☐ Very satisfied
2 ☐ Satisfied
3 ☐ Neutral
4 ☐ Disappointed
5 ☐ Very disappointed

STUDY:	**SIS TABULATION SHEET** Nonreturning Student Section A - Part 2	**Page ___** **of ___**
DATE:		
POPULATION:		

% - Rating	Totals	**7** If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.	Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Quality of instruction							
		b.Grading/Testing							
		c.Instructor interest							
		d.Content of course(s)							
		e.Instructional media							
		f.Class size							

% - Rating	Totals	**8** If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.	Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Financial aids							
		b.Counseling							
		c.Job placement services							
		d.Course advisement							
		e.Tutoring services							
		f.Veterans services							
		g.Learning lab/packages							
		h.Student activities							
		i.Library services							

9 Which one of the below best describes your present status?

34-1 ☐ Employed, full time
35-1 ☐ Employed, part time
36-1 ☐ Unemployed, seeking employment
37-1 ☐ Military, full time active duty
38-1 ☐ Continuing education at higher level
39-1 ☐ Unavailable for employment (describe)________
____

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Nonreturning Student
Section B

Page ___ of _____

% - Rating | Totals

Totals | % - Rating

SECTION B

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

40-
1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

41-
1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section C)

2 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

42-1 ☐ Helped to obtain job
43-1 ☐ Helped performance on present job
44-1 ☐ Helped advance on present job
45-1 ☐ None of the above
46-1 ☐ Other (describe)

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

47-
1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 Would you recommend the course(s) taken at our college to others employed in positions similar to yours?

48-
1 ☐ No
2 ☐ Undecided
3 ☐ Yes

5 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

49-
1 ☐ No
2 ☐ Yes

STUDY:	**SIS TABULATION SHEET** Nonreturning Student Section C	**Page** ___
DATE:		**of** ___
POPULATION:		

% - Rating | Totals | | Totals | % - Rating

SECTION C

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 What is the name of your current (or most recently attended) college?

2 Did you have problems transferring to the college indicated above?

60-
1 ☐ Yes; what? →
- 61-1 ☐ Transferring credit hours
- 62-1 ☐ Transcript problems
- 63-1 ☐ Admission problems
- 64-1 ☐ Other (describe)

2 ☐ No

3 How many credit hours earned at our college were not accepted at the college indicated above?

65-
1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 21 credit hours
6 ☐ Lost more than 21 credit hours

4 In your opinion, how well did our college prepare you for continuing your education?

66-
1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

5 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	Classification
67- 1 ☐ Part-time student (Less than 12 hours)	68- 1 ☐ Freshman
2 ☐ Full-time student (12 or more hours)	2 ☐ Sophomore
	3 ☐ Junior
	4 ☐ Senior
	5 ☐ Graduate student

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Nonreturning Student
Section D

Page ___ of _____

% - Rating	Totals		Totals	% - Rating

SECTION D

ALL STUDENTS SHOULD ANSWER THIS SECTION.

1 Approximately how many credit hours have you completed at our college?

69
1 ☐ None
2 ☐ 1 - 10
3 ☐ 11 - 20
4 ☐ 21 - 30
5 ☐ 31 - 40
6 ☐ 41 - 50
7 ☐ 51 - 60
8 ☐ More than 60

2 How do you see the course(s) completed at our college in terms of your career plans:

70-1 ☐ of immediate, direct benefit
71-1 ☐ of long term, direct benefit
72-1 ☐ of indirect benefit
73-1 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

74
1 ☐ No
2 ☐ Yes; what course(s) ____________

____

STUDY:	**SIS TABULATION SHEET** Occupational/Technical NRS Section A	Page ___
DATE:		of _____
POPULATION:		

% - Rating | Totals | Totals | % - Rating

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

1 What was your PRIMARY objective in attending our two-year college?

34-1 ☐ Improvement of existing "job skills"
35-1 ☐ Preparation for "job to be obtained"
36-1 ☐ University transfer credit
37-1 ☐ Personal interest
38-1 ☐ Other (describe) ____________________

2 To what extent has this objective been completed?

39- 1 ☐ Fully completed
39- 2 ☐ Partially completed
39- 3 ☐ Not completed

3 Do you plan to pursue this objective further?

40- 1 ☐ Yes; where?
41-1 ☐ At our college
42-1 ☐ At another college
43-1 ☐ Other (describe)
40- 2 ☐ No

4 What was your principal reason for NOT enrolling at our college this semester?

44-1 ☐ Completed needed courses
45-1 ☐ Transportation problems
46-1 ☐ Transferred to another college
47-1 ☐ Found job in occupation related to course(s) completed at this college
48-1 ☐ Conflicting job hours
49-1 ☐ Financial reasons
50-1 ☐ Change of residence
51-1 ☐ Grade problems
52-1 ☐ Dissatisfied with instruction
53-1 ☐ Dissatisfied with content of courses
54-1 ☐ Personal/family illness or injury
55-1 ☐ Other personal/family reasons
56-1 ☐ Other (describe) ____________________

5 Which one of the below best describes your present status?

57-1 ☐ Employed, full time
58-1 ☐ Employed, part time
59-1 ☐ Unemployed, seeking employment
60-1 ☐ Military, full time active duty
61-1 ☐ Continuing education at higher level
62-1 ☐ Unavailable for employment (describe) ____________________

STUDY:	**SIS TABULATION SHEET** Occupational/Technical NRS Section B	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating	Totals		Totals	% - Rating

SECTION B

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
63- 2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

1 ☐ Yes, directly related
64- 2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section C)

2 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

65-1 ☐ Helped to obtain job
66-1 ☐ Helped performance on present job
67-1 ☐ Helped advance on present job
68-1 ☐ None of the above
69-1 ☐ Other (describe)

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
70- 3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 Would you recommend the course(s) taken at our college to others employed in positions similar to yours?

1 ☐ No
71- 2 ☐ Undecided
3 ☐ Yes

5 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

72 1 ☐ No
2 ☐ Yes

STUDY:
DATE:
POPULATION:

SIS TABULATION SHEET
Occupational/Technical
NRS
Section C

Page ___ of ___

% - Rating | Totals | Totals | % - Rating

SECTION C ALL STUDENTS SHOULD ANSWER THIS SECTION.

1 Approximately how many credit hours have you completed at our college?

73-
- 1 ☐ None
- 2 ☐ 1 - 10
- 3 ☐ 11 - 20
- 4 ☐ 21 - 30
- 5 ☐ 31 - 40
- 6 ☐ 41 - 50
- 7 ☐ 51 - 60
- 8 ☐ More than 60

2 How do you see the course(s) completed at our college in terms of your career plans:

- 74-1 ☐ of immediate, direct benefit
- 75-1 ☐ of long term, direct benefit
- 76-1 ☐ of indirect benefit
- 77-1 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

78-
- 1 ☐ No
- 2 ☐ Yes; what course(s)

4 Which statement best describes your feeling about your educational experience at our college?

79-
- 1 ☐ Very satisfied
- 2 ☐ Satisfied
- 3 ☐ Neutral
- 4 ☐ Very disappointed
- 5 ☐ Disappointed

GRADUATE FOLLOW-UP

SUBSYSTEM IV
GRADUATE FOLLOW-UP

Population: May include those students who complete degree or certificate/diploma programs (both university transfer/academic and occupational/technical) documented in the college catalog.
Suggested Questionnaires: (GRAD-1) 1st Year Graduate (F04-1-G) Green (GRAD-3) 3rd Year Graduate (F04-3-B) Gray (GRAD-5) 5th Year Graduate (F04-5-C) Gold

Type of Data Collected:

The above three questionnaires collect the below types of student follow-up information:

1. Attendance objective(s)
2. Sex and ethnic data
3. College enrollment status
4. Employment status
5. Relation of employment to program completed
6. Prior employment in area related to program completed
7. Opinion of program completed
8. Opinion of student service(s) area
9. Name of transfer college and status
10. Transfer problems areas
11. Usefulness of training to job performance
12. Salary information

13. Job title and name of employer

14. Reason(s) for non-relationship of employment to program completed

15. Relation of program completed to career plans

16. Suggestions for improvement of program and/or services

17. General comments

18. Opinion of educational experience

19. Job outlook information

20. Mobility information

Although SIS follows up a variety of different populations, it is recognized that the group of students most commonly followed up is program graduates. Because of this fact and the realization that, because of the length of time a program graduate has enrolled in an individual college, he or she is probably better oriented toward having an educated opinion of the college's operation. By following SIS's suggestion of following up graduates after the first, third, and fifth year, an institution can gain an insight into the student's status (employment, continuing education, job satisfaction, obtaining another degree, etc.) after an enrollment period at the college.

The first year graduate form (green) can be utilized to follow-up one of the populations about which the Department of Health, Education, and Welfare request information. HEW defines these students as:

> "Students who successfully completed the required sequence of vocational instruction in their programs of study and graduated."

The specific sections which treat the above population for State reporting purposes are question A-2, question C-1, and selected portions of the information contained in the section titled For College Use Only on the first year graduate form. These questions are also contained on the third and fifth year graduate form although this information is not State reported. However, by including this information on all graduate forms, comparisons by year can be made if a college so desires. As noted previously, the questionnaires have been designed for both occupational/technical and university transfer/academic, although information is requested by the State on occupational/ technical students only.

Data Collection Procedures

For a complete discussion of the procedural operation of this subsystem, San Antonio College's Graduate Follow-up and Del Mar College's Follow-up Methodology subcontractor reports should be consulted. These reports give a detailed description of this subsystem and provide recommendations for a comprehensive follow-up system for graduates. Also, each of the above subcontracts have an additional questionnaire which has been tested and can be adapted to another institution's use.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed envelope should always accompany the instrument.

The updating of addresses for third and fifth year follow-up studies is a troublesome task. Although it is recommended that considerable effort should be put forth to obtain correct addresses, you should expect to receive a large number of returned "undeliverables." This impacts response rates significantly and lends credence to the necessity of assuring that students who do receive the questionnaire be given every opportunity to respond. For this reason, it is advisable to make a fourth mailing on third and fifth year follow-up studies with phone interviews if time permits.

The three graduate questionnaires have been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the student to enter the information. Three mailing labels will be required for some students who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. When folding the questionnaire, be sure that it is folded in a manner which will allow it to be returned easily in the smaller postage-paid, return envelope.

For cost information relating to mail-out surveys, Navarro College's Follow-up Costs report should be consulted.

Preparing the Data for Processing

Provisions have been made by SIS to process the data in this subsystem by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the graduate questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner on the front of the questionnaires. The student's major field code (if applicable) can be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of the college's program areas, the data will appear in a much more usable format. The major field code table utilized may be the college's own code listing or codes provided by the Texas Education Agency and/or Coordinating Board. However, for State reporting purposes, the list of major field codes provided by the TEA should be utilized. Regardless of what is used, a complete listing of the major field code table and exact nomenclature of your program areas should be provided to the individual who is responsible for processing the data. In addition to the coding, the appropriate alphabetical code according to the below table should be provided on each program area and entered in the block designated as Completion Code on the questionnaire if you wish the data to be processed in this manner:

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering
G - Associate in Engineering Science
H - Associate in General Education

I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate
N - Associate in Fine Arts

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). Other coding possibilities involve the use of 6 digit FICE numbers to enter the appropriate code of the college to which the student has transferred (see question B-1 on the questionnaires) and the use of 6 or 8 digit occupational titles on question C-2 of the questionnaires. The occupational titles utilized may be those designated by the Department of Labor or U. S. Office of Education. If the college desires to code the occupation titles, a complete list of the code numbers utilized and nomenclature should be provided.

As can be noted by reviewing the TEA follow-up report form, the three types of coding (Course Type, Target Population and Level Code) appear in the same format on the questionnaires as specified on the State report form. Some abbreviation is used, but the categories are essentially the same, as noted below:

- Course Type Code
  - Coop
  - Non-Coop
  - Preparatory
- Target Population Code
  - REG (Regular)
  - DAVT (Disadvantaged)
  - HNCP (Handicapped)
- Level Code
  - Postsecondary
  - Adult

The TEA has previously provided definitions of the above terms although some problems still exist with the terms and their utilization.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the month and year of the student's graduation if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 76, 77, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors such as undecideds, and A/CE for adult and continuing education students). The A/CE designation is for form standardization reasons primarily, since it may not be feasible to implement this type of questionnaire on adult and continuing education students. This block, therefore, is not expected to be utilized to any great extent in this subsystem.

Processing the Data

The processing of the graduate questionnaires by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on sheets designed in a manner similar to the ones included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (program area, ethnic group, sex, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts (especially in third and fifth year follow-up studies) to display the data cannot be overemphasized. SIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of semesters or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again. It is especially important to compute and report percentages of individual response items in relation to the number of overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the graduate surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF GRADUATE-1 SURVEY

Name ______________________________
Position ______________________________
College/Agency ______________________________
Date ______________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 22 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Attendance objective
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Other status information
- ☐ Opinion of program completed
- ☐ Opinion of student services utilized
- ☐ Name of transfer college and status
- ☐ Transfer problem areas
- ☐ Transfer credit hours accepted
- ☐ Opinion of academic preparation for transferring
- ☐ Relation of employment to program completed
- ☐ Job title and employer
- ☐ Usefulness of program to job performance
- ☐ Salary information
- ☐ Prior employment information
- ☐ Job availability information
- ☐ Reason(s) for employment not being related to program completed
- ☐ Relation of program to career plans
- ☐ Future course interests
- ☐ Suggestions/comments
- ☐ ______________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

____

____

____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

____

____

____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

____

____

   b. Procedures for collecting the data?

____

____

   c. Questionnaire (wording of questions, format, etc.)?

____

____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF GRADUATE-3 SURVEY

Name ______________________________

Position ______________________________

College/Agency ______________________________

Date ______________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 20 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Ethnic data
☐ Sex data
☐ Attendance objective
☐ Present employment status
☐ Present college enrollment status
☐ Other status information
☐ Activities since completing program
☐ Name of transfer college and status
☐ Highest degree held
☐ Grade point average at transfer college
☐ Relation of employment to program completed
☐ Job title and employer
☐ Usefulness of program to job performance
☐ Salary information
☐ Distance of residence from college
☐ Job satisfaction information
☐ Relation of program to career plans
☐ Reason(s) for employment not being related to program completed
☐ Credit hours completed since graduation
☐ Suggestions/comments
☐ ______________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF GRADUATE-5 SURVEY

Name________________________________
Position______________________________
College/Agency________________________
Date________________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 20 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Ethnic data
☐ Sex data
☐ Attendance objective
☐ Present employment status
☐ Present college enrollment status
☐ Other status information
☐ Activities since completing program
☐ Name of transfer college and status
☐ Highest degree held
☐ Grade point average at transfer college
☐ Relation of employment to program completed
☐ Job title and employer
☐ Usefulness of program to job performance
☐ Salary information
☐ Distance of residence from college
☐ Job satisfaction information
☐ Relation of program to career plans
☐ Reason(s) for employment not being related to program completed
☐ Credit hours completed since graduation
☐ Suggestions/comments
☐ ________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	[illegible]	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:	**SIS TABULATION SHEET** Graduate-1 Section A	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating | Totals | | Totals | % - Rating

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

1 What was your PRIMARY objective in attending our two-year college?

34-1 ☐ Improvement of existing "job skills"
35-1 ☐ Preparation for "job to be obtained"
36-1 ☐ University transfer credit
37-1 ☐ Personal interest
38-1 ☐ Other (describe)

2 Which one of the below best describes your present status?

39-1 ☐ Employed, full time
40-1 ☐ Employed, part time
41-1 ☐ Unemployed, seeking employment
42-1 ☐ Military, full time active duty
43-1 ☐ Continuing education at higher level
44-1 ☐ Unavailable for employment (describe)
____

3 Please rate those courses in your major field of study according to how well they fulfilled your own individual needs.

% - Rating	Totals		Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Quality of instruction							
		b.Grading/Testing							
		c.Instructor interest							
		d.Content of course(s)							
		e.Instructional Media							
		f.Class size							

4 Please rate only those college services below that you have utilized according to how well they fulfilled your own individual needs.

% - Rating	Totals		Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Financial aids							
		b.Counseling							
		c.Placement assistance							
		d.Course advisement							
		e.Tutoring services							
		f.Veterans services							
		g.Learning lab/packages							
		h.Student activities							
		i.Library services							

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Graduate-1
Section B

Page ____
of ____

% - Rating | Totals | | Totals | % - Rating

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 What is the name of your current (or most recently attended) college?

2 Did you have problems transferring to the college indicated above?

70-
1 ☐ Yes; what? →
71-1 ☐ Transferring credit hours
72-1 ☐ Transcript problems
73-1 ☐ Admission problems
74-1 ☐ Other (describe)
2 ☐ No

3 How many credit hours earned at our college were not accepted at the college indicated above?

75-
1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 21 credit hours
6 ☐ Lost more than 21 credit hours

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status
76-
1 ☐ Part-time student (Less than 12 hours)
2 ☐ Full-time student (12 or more hours)

Classification
77
1 ☐ Junior
2 ☐ Senior
3 ☐ Graduate student
4 ☐ Other ______

5 How well did the courses you completed at our college prepare you for continuing your education?

78-
1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

STUDY:	**SIS TABULATION SHEET** Graduate-1 Section C - Part 1	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating

Totals

SECTION C

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
34- 2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

1 ☐ Yes, directly related
35- 2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

Totals

% - Rating

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Graduate-1
Section C - Part 2

Page ___ of ___

% - Rating | Totals | Totals | % - Rating

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
44-3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

45-1 ☐ Helped to obtain job
46-1 ☐ Helped performance on present job
47-1 ☐ Helped advance on present job
48-1 ☐ None of the above
49-1 ☐ Other (describe)

5 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

A ☐ Up to $300
B ☐ $300 - $399
C ☐ $400 - $499
D ☐ $500 - $599
E ☐ $600 - $699
50-F ☐ $700 - $799
G ☐ $800 - $899
H ☐ $900 - $999
I ☐ $1,000 - $1,099
J ☐ $1,100 - $1,199
K ☐ $1,200 - Up

6 Were you employed in your occupational area PRIOR to enrolling in the courses completed at our college?

51-1 ☐ No
2 ☐ Yes

7 How would you rate the availability of jobs in your occupational area?

1 ☐ Very good
2 ☐ Good
52-3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

STUDY:

DATE:

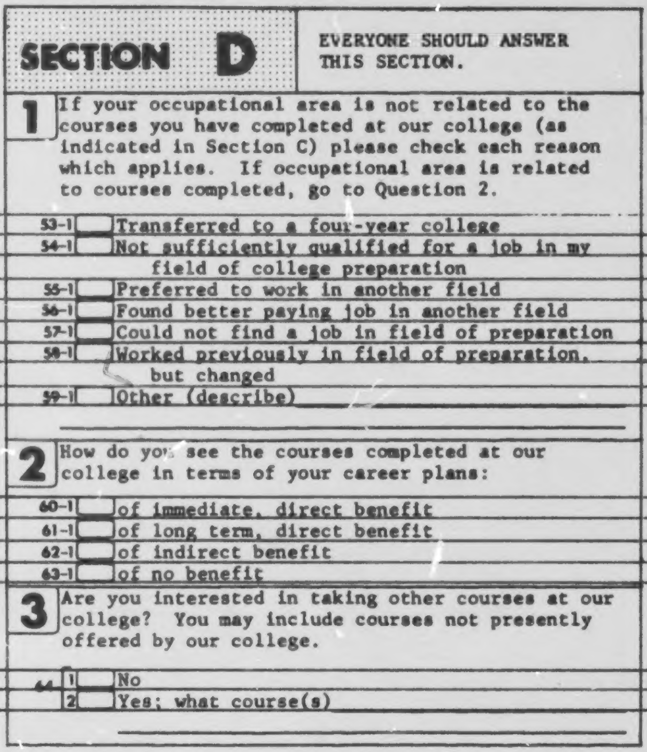
POPULATION:

SIS TABULATION SHEET

Graduate-1
Section D

Page ___ of ___

% - Rating | Totals



SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

- 53-1 ☐ Transferred to a four-year college
- 54-1 ☐ Not sufficiently qualified for a job in my field of college preparation
- 55-1 ☐ Preferred to work in another field
- 56-1 ☐ Found better paying job in another field
- 57-1 ☐ Could not find a job in field of preparation
- 58-1 ☐ Worked previously in field of preparation, but changed
- 59-1 ☐ Other (describe) ____________

2 How do you see the courses completed at our college in terms of your career plans:

- 60-1 ☐ of immediate, direct benefit
- 61-1 ☐ of long term, direct benefit
- 62-1 ☐ of indirect benefit
- 63-1 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

64 1 ☐ No
2 ☐ Yes; what course(s) ____________

Totals | % - Rating

STUDY:	SIS TABULATION SHEET Graduate-3 Section A	Page ___ of _____
DATE:		
POPULATION:		

% - Rating | Totals | | Totals | % - Rating

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

1 What was your PRIMARY objective in attending our two-year college?

34-1 ☐ Improvement of existing "job skills"
35-1 ☐ Preparation for "job to be obtained"
36-1 ☐ University transfer credit
37-1 ☐ Personal interest
38-1 ☐ Other (describe)

2 Which one of the below best describes your present status?

39-1 ☐ Employed, full time
40-1 ☐ Employed, part time
41-1 ☐ Unemployed, seeking employment
42-1 ☐ Military, full time active duty
43-1 ☐ Continuing education at higher level
44-1 ☐ Unavailable for employment (describe)

____

3 Please indicate that activity in which you were most involved during each of the below years after you completed your course work at our college.

1st YR.	2nd YR.	
		Attending college (4 yr.)
		Attending college (other)
		Working in field related to courses completed at our college
		Working in other field
		Unemployed, looking for job
		Unemployed, not looking for job
		Other (describe)___________

4 How well did the courses you completed at our college prepare you for the above activities?

49
1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

STUDY:	**SIS TABULATION SHEET** Graduate-3 Section B	Page ___ of _____
DATE:		
POPULATION:		

% - Rating	Totals		Totals	% - Rating

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 What is the name of your current (or most recently attended) college?

2 a. What is the highest degree you now hold?
MARK IN COLUMN B

		Associate (A.A., A.A.S., A.S., etc.)
		Bachelor's Degree (B.A., B.S., etc.)
		Master's Degree (M.A., M.S., etc.)
		Ph.D. or Ed.D.
		M.D., D.O., D.D.S., or D.V.M.
		LL.B., J.D. (Law)
		B.D. or M.Div. (Divinity)
		Other

b. What are your future degree plans?
Mark in Column A

c. In what field of study is the highest degree you now hold?

3 What is (was) your overall grade point average in your transfer college?

62-
- 1 ☐ Less than 1.0
- 2 ☐ 1.0 - 1.9
- 3 ☐ 2.0 - 2.9
- 4 ☐ 3.0 - 3.9
- 5 ☐ 4.0

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	Classification
63- 1 ☐ Part-time student (Less than 12 hours)	64- 1 ☐ Junior
2 ☐ Full-time student (12 or more hours)	2 ☐ Senior
	3 ☐ Graduate student
	4 ☐ Other

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Graduate-3
Section C - Part 1

Page ___
of _____

% - Rating | Totals

SECTION C IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

65- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

66- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

Totals | % - Rating

STUDY:	**SIS TABULATION SHEET** Graduate-3 Section C - Part 2	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating | Totals

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

34-
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Neutral
- 4 ☐ Poor
- 5 ☐ Very poor

4 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

35-
- A ☐ Up to $300
- B ☐ $300 - $399
- C ☐ $400 - $499
- D ☐ $500 - $599
- E ☐ $600 - $699
- F ☐ $700 - $799
- G ☐ $800 - $899
- H ☐ $900 - $999
- I ☐ $1,000 - $1,099
- J ☐ $1,100 - $1,199
- K ☐ $1,200 - Up

5 How far from our college are you currently living?

36-
- 1 ☐ Up to 25 miles
- 2 ☐ 25 - 49 miles
- 3 ☐ 50 - 99 miles
- 4 ☐ 100 - 199 miles
- 5 ☐ 200 miles and over

6 How satisfied are you with your field of employment?

37-
- 1 ☐ Extremely satisfied
- 2 ☐ Satisfied
- 3 ☐ Neutral
- 4 ☐ Unsatisfied
- 5 ☐ Extremely unsatisfied

7 How do you see the courses completed at our college in terms of your career plans:

- 38-1 ☐ of immediate, direct benefit
- 39-1 ☐ of long term, direct benefit
- 40-1 ☐ of indirect benefit
- 41-1 ☐ of no benefit

Totals | % - Rating

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Graduate-3
Section D

Page ___ of _____

% - Rating | Totals

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

42-1 ☐ Transferred to a four-year college
43-1 ☐ Not sufficiently qualified for a job in my field of college preparation
44-1 ☐ Preferred to work in another field
45-1 ☐ Found better paying job in another field
46-1 ☐ Could not find a job in field of preparation
47-1 ☐ Worked previously in field of preparation, but changed
48-1 ☐ Other (describe) ____________

2 Would you recommend the courses you completed at our college to others?

49 1 ☐ Yes
2 ☐ No

3 Have you completed credit courses at our college since your original date of completion?

50 1 ☐ Yes; how many hours?
2 ☐ No

51- 1 ☐ 1 - 6
2 ☐ 7 - 12
3 ☐ 13 - 15
4 ☐ 16 - 18
5 ☐ More than 18

Totals | % - Rating

STUDY:	SIS TABULATION SHEET Graduate-5 Section A	Page ___ of ___
DATE:		
POPULATION:		

% - Rating | Totals | Totals | % - Rating

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

1 What was your PRIMARY objective in attending our two-year college?

34-1 ☐ Improvement of existing "job skills"
35-1 ☐ Preparation for "job to be obtained"
36-1 ☐ University transfer credit
37-1 ☐ Personal interest
38-1 ☐ Other (describe)________

2 Which one of the below best describes your present status?

39-1 ☐ Employed, full time
40-1 ☐ Employed, part time
41-1 ☐ Unemployed, seeking employment
42-1 ☐ Military, full time active duty
43-1 ☐ Continuing education at higher level
44-1 ☐ Unavailable for employment (describe)________

3 Please indicate that activity in which you were most involved during each of the below years after you completed your course work at our college.

% - Rating	Totals	1st YR.	2nd YR.	3rd YR.	4th YR.		Totals	% - Rating
						Attending college (4 yr.)		
						Attending college (other)		
						Working in field related to courses completed at our college		
						Working in other field		
						Unemployed, looking for job		
						Unemployed, not looking for job		
						Other (describe)________		

4 How well did the courses you completed at our college prepare you for the above activities?

49- 1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Graduate-5
Section B

Page ___ of _____

% - Rating	Totals				Totals	% - Rating

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 What is the name of your current (or most recently attended) college?

2 a. What is the highest degree you now hold?
MARK IN COLUMN B

% - Rating	Totals				Totals	% - Rating
				Associate (A.A., A.A.S., A.S., etc.)		
				Bachelor's Degree (B.A., B.S., etc.)		
				Master's Degree (M.A., M.S., etc.)		
				Ph.D. or Ed.D.		
				M.D., D.O., D.D.S., or D.V.M.		
				LL.B., J.D. (Law)		
				B.D. or M.Div. (Divinity)		
				Other		

b. What are your future degree plans?
Mark in Column A

c. In what field of study is the highest degree you now hold?

3 What is (was) your overall grade point average in your transfer college?

62-
- 1 ☐ Less than 1.0
- 2 ☐ 1.0 - 1.9
- 3 ☐ 2.0 - 2.9
- 4 ☐ 3.0 - 3.9
- 5 ☐ 4.0

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status (63-)	Classification (64)
1 ☐ Part-time student (Less than 12 hours)	1 ☐ Junior
2 ☐ Full-time student (12 or more hours)	2 ☐ Senior
	3 ☐ Graduate student
	4 ☐ Other

STUDY:	SIS TABULATION SHEET	Page ___
DATE:	Graduate-5 Section C - Part 1	of _____
POPULATION:		

% - Rating	Totals		Totals	% - Rating

SECTION C

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

65-
1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

66-
1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

STUDY:
DATE:
POPULATION:

SIS TABULATION SHEET

Graduate-5
Section C - Part 2

Page ___ of ___

% - Rating	Totals		Totals	% - Rating
		3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?		
		1 ☐ Very good		
		2 ☐ Good		
		34-3 ☐ Neutral		
		4 ☐ Poor		
		5 ☐ Very poor		
		4 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.		
		A ☐ Up to $300		
		B ☐ $300 - $399		
		C ☐ $400 - $499		
		D ☐ $500 - $599		
		E ☐ $600 - $699		
		35-F ☐ $700 - $799		
		G ☐ $800 - $899		
		H ☐ $900 - $999		
		I ☐ $1,000 - $1,099		
		J ☐ $1,100 - $1,199		
		K ☐ $1,200 - Up		
		5 How far from our college are you currently living?		
		1 ☐ Up to 25 miles		
		2 ☐ 25 - 49 miles		
		36-3 ☐ 50 - 99 miles		
		4 ☐ 100 - 199 miles		
		5 ☐ 200 miles and over		
		6 How satisfied are you with your field of employment?		
		1 ☐ Extremely satisfied		
		2 ☐ Satisfied		
		37-3 ☐ Neutral		
		4 ☐ Unsatisfied		
		5 ☐ Extremely unsatisfied		
		7 How do you see the courses completed at our college in terms of your career plans:		
		38-1 ☐ of immediate, direct benefit		
		39-1 ☐ of long term, direct benefit		
		40-1 ☐ of indirect benefit		
		41-1 ☐ of no benefit		

STUDY:	SIS TABULATION SHEET Graduate-5 Section D	Page ___ of ___
DATE:		
POPULATION:		

% - Rating | Totals

Totals | % - Rating

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

42-1 ☐ Transferred to a four-year college
43-1 ☐ Not sufficiently qualified for a job in my field of college preparation
44-1 ☐ Preferred to work in another field
45-1 ☐ Found better paying job in another field
46-1 ☐ Could not find a job in field of preparation
47-1 ☐ Worked previously in field of preparation, but changed
48-1 ☐ Other (describe) ____________________

2 Would you recommend the courses you completed at our college to others?

49- 1 ☐ Yes
2 ☐ No

3 Have you completed credit courses at our college since your original date of completion?

50- 1 ☐ Yes; how many hours?
2 ☐ No

1 ☐ 1 - 6
2 ☐ 7 - 12
51- 3 ☐ 13 - 15
4 ☐ 16 - 18
5 ☐ More than 18

EMPLOYER FOLLOW-UP

SUBSYSTEM V
EMPLOYER FOLLOW-UP

Population: May include those employers of occupational/technical program graduates who have responded to a graduate follow-up survey.
Suggested Instrumentation: (EMP) Employer (F05-1-E) Tan

Type of Data Collected:

The above questionnaire collects the below types of student follow-up information:

1. Opinion of the training received by the program graduate
2. Suggestions for improvement of the program
3. Usefulness of training to job performance
4. General comments
5. Job outlook information
6. Opinion of job performance and upward mobility
7. Suggestions for needed training programs
8. Placement source

Although the employer follow-up subsystem is the only SIS subsystem which does not collect information from former students, it is the subsystem which could have the largest potential impact on a college's operation. From an employer survey, one can gain valuable insight and information relative to the needs of those firms or individuals who may be employing occupational/technical program graduates. Also, graduate follow-up data can be substantiated to a certain extent and information regarding the employer's "opinion of the training received by the program graduate" is valuable information. Information pertaining to additional areas of needed training, sources of hiring, and comparisons of program graduates with employees "without such college training" is also obtained.

Data Collection Procedures

For a complete discussion of the procedural operation of this subsystem, Amarillo College's Employer Follow-up subcontractor report should be consulted. This report gives a detailed description of this subsystem and provides recommendations for conducting an employer survey.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed envelope should always accompany the instrument.

Although the name and address of the employer and job title of the graduate can be extracted from the returned graduate survey instrument, addresses should be "spot-checked" for incomplete information which might prevent the questionnaire from being delivered. As can be noted by reviewing the questionnaire, space has been provided for the entering of the graduate's name, job title, program major, and employer name. Also, it is usually common to follow-up only those employers of graduates who are working in an occupation directly related or closely related to the program from which they graduated.

The employer questionnaire has been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the employer to enter the information. Three mailing labels will be required for some employers who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. When folding the questionnaire, be sure that it is folded in a manner which will allow it to be returned easily in the smaller postage-paid, return envelope. For cost information relating to mail-out surveys, Navarro College's Follow-up Costs report should be consulted.

Preparing the Data for Processing

Provisions have been made by SIS to process the data in this subsystem by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a respondent completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by employers must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner of the front of the questionnaire. Ethnic group and sex information can be extracted from your student master files or the returned graduate questionnaire if you wish your data processed by these categories.

The student's major field code can be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of the college's program areas, the data will appear in a much more usable format. The major field code table utilized may be the college's own code listing or codes provided by the Texas Education Agency and/or Coordinating Board. Regardless of what is used, a complete listing of the major field code table and exact nomenclature of your program areas should be provided to the individual who is responsible for processing the data. In addition to the coding, the appropriate alphabetical code according to the below table should be provided on each program area and entered in the block designated as Completion Code on the questionnaire if you wish the data to be processed in this manner:

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering

G - Associate in Engineering Science
H - Associate in General Education
I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate
N - Associate in Fine Arts

As can be noted by reviewing the TEA follow-up report form, the three types of coding (Course Type, Target Population and Level Code) appear in the same format on the questionnaires as specified on the State report form. Some abbreviation is used, but the categories are essentially the same, as noted below:

- Course Type Code
  - Coop
  - Non-Coop
  - Preparatory
- Target Population Code
  - REG (Regular)
  - DAVT (Disadvantaged)
  - HNCP (Handicapped)
- Level Code
  - Postsecondary
  - Adult

The TEA has previously provided definitions of the above terms although some problems still exist with the terms and their utilization. Including the above information on the employer questionnaire is, of course, for code block standardization only and is not to be considered for State reporting purposes. However, these blocks can be utilized if a college wishes to perform comparison studies according to the above categories.

The Term Date provides space to enter the last date of the graduate's enrollment if a college so desires. This can coincide with the month and year of the student's graduation if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 76, 77, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors such as undecideds, and A/CE for adult and continuing education students). The A/CE designation is for form standardization reasons primarily, since it may not be feasible to implement this type of questionnaire on adult and continuing education students. This block, therefore, is not expected to be utilized to any great extent in this subsystem. Also, the UT and OTH designations will probably have minimal usage.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning.

Processing the Data

The processing of the employer questionnaires by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on sheets designed in a manner similar to the ones included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (program area, ethnic group, sex, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display employer data cannot be overemphasized. SIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of semesters or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again. It is especially important to compute and report percentages of individual response items in relation to the number of overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found a suggested design for securing an evaluation of the employer survey. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP

Student Follow-up Management Information System

EVALUATION OF EMPLOYER SURVEY

Name____

Position______________________________________

College/Agency________________________________

Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 13 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Ethnic data

   ☐ Sex data

   ☐ Job title/status information

   ☐ Employer's relationship with graduate

   ☐ Opinion of training received in personal skill areas

   ☐ Opinion of training received in technical skill areas

   ☐ Overall rating of training received

   ☐ Job availability information

   ☐ Usefulness of program to job performance

   ☐ Opinion of upward mobility capability

   ☐ Source of placement

   ☐ Suggestions/comments

   ☐ Additional areas in which training is needed

   ☐ ____

2. What additional type(s) of information do you feel should have been collected from the survey population?

____

____

____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

____

____

____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

____

____

   b. Procedures for collecting the data?

____

____

   c. Questionnaire (wording of questions, format, etc.)?

____

____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Employer

Page ___ of _____

1 Is the job title and status of the above graduate accurate?

34- 1☐ Yes
2☐ No: IF NO, please describe change(s) below.

2 What is your relationship with the above graduate?

35-1☐ Employer
36-1☐ Supervisor
37-1☐ Personnel staff
38-1☐ Co-worker
39-1☐ Other (describe)________________

3 Please rate the training received by the graduate in the following personal skill areas. Please respond only to those areas you feel are appropriate.

% - Rating	Totals		Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Accepting responsibility							
		b.Punctuality							
		c.Personal initiative							
		d.Willingness to learn							
		e.Co-worker cooperation							
		f.Management cooperation							
		g.Work attendance							
		h.Work attitude							
		i.Personal appearance							
		j.Compliance with policies							

4 Please rate the training received by the graduate in the following technical skill areas. Please respond only to those areas you feel are applicable to the occupational area.

% - Rating	Totals		Very Good	Good	Neutral	Poor	Very Poor	Totals	% - Rating
		a.Mathematical skills							
		b.Technical knowledge							
		c.Organizational ability							
		d.Communication skills							
		e.Problem solving skills							
		f.Work quality							
		g.Work quantity							
		h.Manual dexterity							
		i.Meeting the public							
		j.Following instructions							
		k.Operation of equipment							

STUDY:	**SIS TABULATION SHEET** Employer	**Page** ___ **of** _____
DATE:		
POPULATION:		

% - Rating | Totals | | Totals | % - Rating

5 What is your overall rating of the training received by the graduate as it relates to the requirements of his or her job?

1 ☐ Very good
2 ☐ Good
61-3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

6 What, in your opinion, is the job outlook for program graduates of this particular occupational field?

Present		Future
1 ☐	Very good	1 ☐
2 ☐	Good	2 ☐
62-3 ☐	Neutral	63-3 ☐
4 ☐	Poor	4 ☐
5 ☐	Very poor	5 ☐

7 As a result of the graduate's college training, how would you rate his or her preparation in relation to other employees without such college training?

64-1 ☐ No basis for opinion
65-1 ☐ Graduate is better prepared
66-1 ☐ Both are about the same
67-1 ☐ Graduate is less prepared

8 To what extent, if any, has the graduate's college training added to his or her ability for job placement and advancement?

1 ☐ Very much
2 ☐ Much
68-3 ☐ Neutral
4 ☐ Very little
5 ☐ None

9 What was the primary source(s) for the initial hiring of the graduate named?

69-1 ☐ Employment agency
70-1 ☐ College faculty member
71-1 ☐ College job placement office
72-1 ☐ Mutual acquaintance
73-1 ☐ Applicant applied on own initiative
74-1 ☐ Other (describe)

____

____

____

ADULT AND CONTINUING ED. FOLLOW-UP

SUBSYSTEM VI
ADULT AND CONTINUING EDUCATION FOLLOW-UP

Population: May include students who complete preparatory, supplemental, or other adult and continuing education courses.

Suggested Instrumentation:
(A/CE-PREP) A/CE Preparatory (F06-1-B) Natural
(A/CE-SUPP) A/CE Supplemental (F06-2-B) Yellow
(A/CE-OTH) A/CE Other (F06-3-C) Red

Type of Data Collected:

The above questionnaires collect the below types of student follow-up information:

1. Employment status
2. Relation of employment to course completed
3. Opinion of course completed
4. Suggestions for improvement of course
5. General comments
6. Future enrollment and/or course interests
7. Usefulness of training to job performance
8. History of college credit courses completed
9. Course identification
10. Sex and ethnic data

Although the follow-up of adult and continuing education students is not widely conducted, SIS provides this subsystem for those who wish to conduct such surveys. The information obtained from this population is valuable and can be utilized to identify the need for additional courses. Also, information pertaining to the student's desire to continue to enroll in noncredit and/or semester credit courses is obtained.

Aside from the above, one of the questionnaires can be utilized to follow-up adult and continuing education preparatory completers about which TEA annually requests information. The "A/CE-PREP" questionnaire specifically contains that information requested for State reporting purposes and is, for all practical purposes, identical to the questionnaire contained in the State Follow-up Reporting subsystem.

Data Collection Procedures

All of the questionnaire forms facilitate a mail-out or in-class survey. However, SIS's intentions reflect a mail-out of the "PREP" (natural color) questionnaire, the implementation of an in-class or mail-out survey for the "SUPP" (yellow) questionnaire, with the "OTH" (red) questionnaire being implemented in-class. For in-class surveys, the last day of the courses can be used for the survey period. For a complete discussion of the proper procedures to follow when conducting a mail-out survey, Del Mar College's Follow-up Methodology and San Antonio College's Graduate Follow-up subcontractor reports should be consulted.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument.

The instruments have been structured to facilitate a "stick-on" mailing label which can be used as the actual postal address, and will show through a regular window envelope. When combined with a cover letter and return envelope, the instruments will remain in place in a regular business envelope. Three mailing labels will be required for some students who do not respond after the initial mail-out and post-card reminder. You will also need a complete list of population names and addresses for recording returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. For cost information relating to mail-out and "in-house" surveys, Navarro College's Follow-up Costs should be consulted.

Preparing the Data for Processing

Provisions have been made by SIS to process the data in this subsystem by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the PREP questionnaire primarily concerns the completion of the appropriate boxes in the lower portion of the instrument. The student's course code can be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of the college's adult preparatory courses, the data will appear in a much more usable format. The course code table utilized may be the college's own individual code listing or codes provided by the Texas Education Agency. However, for State reporting purposes, the list of adult preparatory course codes provided by the TEA should be utilized. Regardless of what is used, a complete listing of the course code table and exact nomenclature of your adult preparatory courses should be provided to the individual who is responsible for processing the data.

As can be noted by reviewing the TEA follow-up report form, the three types of coding (Course Type, Target Population and Level Code) appear in the same format on the questionnaires as specified on the State report form. Some abbreviation is used, but the categories are essentially the same, as noted below:

- Course Type Code
  - Coop
  - Non-Coop
  - Preparatory
- Target Population Code
  - REG (Regular)
  - DAVT (Disadvantaged)
  - HNCP (Handicapped)

Level Code
Postsecondary
Adult

The TEA has previously provided definitions of the above terms although some problems still exist with the terms and their utilization.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the month and year when the student completed the adult preparatory course if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 76, 77, etc.

The Completion Code is a code for utilization when processing graduate and other data and is not normally utilized when processing adult and continuing education data. The Group Code designation in this subsystem will always be the A/CE block unless otherwise required.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). Also, space has been provided on the PREP (natural color) questionnaire to record the source of the data (i.e. mail questionnaire, interview, or school records).

It should also be noted that, on the front of the SUPP (yellow) and OTH (red) questionnaires, space has been provided for the proper designation of the department, course, and section numbers (if applicable) of the adult and continuing education course(s) surveyed. By recording this information in this manner, the data can be analyzed according to these categories. Also, Group Code and Special Code designations, which were discussed previously, are included.

Processing the Data

The processing of the adult and continuing education questionnaires by computer is discussed in the accompanying DPM (Data Processing Manual). Of course, it may be appropriate (and perhaps desirable if the number of survey questionnaires is small) to process the data manually. This consists of tabulating the number of responses to particular questions on sheets designed in a manner similar to the ones included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (course, department, section, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabuation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although SIS's report formats are functional, they are standardized to a great extent and, therefore, will appear "dry" to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. SIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of semesters or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again. It is especially important to compute and report overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing an evaluation of the adult and continuing education student surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF ADULT AND CONTINUING EDUCATION (PREPARATORY) SURVEY
Name______________________________
Position____________________________
College/Agency________________________
Date______________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 7 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Present employment status

☐ Present college enrollment status

☐ Other status information

☐ Relation of employment to course completed

☐ Course identification

☐ Ethnic data

☐ Sex data

☐ ____________________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF ADULT AND CONTINUING EDUCATION (SUPPLEMENTAL) SURVEY

Name______________________________________

Position____________________________________

College/Agency______________________________

Date______________________________________

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 5 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Course identification

   ☐ Usefulness of course to job performance

   ☐ Plans for enrollment in future

   ☐ Future course interests

   ☐ History of college credit hours completed

   ☐ ____________________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

____

____

____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

____

____

____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

____

____

   b. Procedures for collecting the data?

____

____

   c. Questionnaire (wording of questions, format, etc.)?

____

____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

TEX-SIS FOLLOW-UP
Student Follow-up Management Information System

EVALUATION OF ADULT AND CONTINUING EDUCATION (OTHER) SURVEY

Name____
Position______________________________________
College/Agency__________________________________
Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 5 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Course identification

   ☐ Opinion of course completed

   ☐ Plans for enrollment in future

   ☐ Future course interests

   ☐ History of college credit hours completed

   ☐ ________________________________

2. What additional type(s) of information do you feel should have been collected from the survey population?

____

____

____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

____

____

____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

____

____

   b. Procedures for collecting the data?

____

____

   c. Questionnaire (wording of questions, format, etc.)?

____

____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Adult and Continuing Education - Preparatory

Page ___ of ___

% - Rating	Totals		Totals	% - Rating

F06-1-B (A/CE-PREP) SEM:

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE BELOW CATEGORIES:

1 Which one of the below best describes your present status?

- 34-1 ☐ Employed, full time
- 35-1 ☐ Employed, part time
- 36-1 ☐ Unemployed, seeking employment
- 37-1 ☐ Military, full time active duty
- 38-1 ☐ Continuing education at higher level
- 39-1 ☐ Unavailable for employment (describe)

2 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

40-
- 1 ☐ Yes, directly related
- 2 ☐ Yes, closely related
- 3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

41-
- 1 ☐ Yes, directly related
- 2 ☐ Yes, closely related
- 3 ☐ No

3 Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major/course

ETHNIC GROUP

60-
- 5 ☐ American Indian or Alaskan Native
- 2 ☐ Black, not of Hispanic Origin
- 4 ☐ Asian or Pacific Islander
- 3 ☐ Hispanic
- 1 ☐ White, not of Hispanic Origin

SEX

59-
- M ☐ Male
- F ☐ Female

THANK YOU FOR ASSISTING US IN OUR SURVEY. Please return this card in the enclosed prepaid envelope as soon as possible.

FOR COLLEGE USE ONLY

Major Code ☐ ☐ ☐ ☐

Course Type Code

62-
- 1 ☐ Coop
- 2 ☐ Non-Coop
- 3 ☐ Preparatory

Term Date

Mo ☐ ☐ Yr ☐ ☐

Completion Code ☐ 61

Target Pop. Code

63-
- 1 ☐ REG
- 2 ☐ DAVT
- 3 ☐ HMCP

Group Code

33-
- A ☐ O/T
- B ☐ UT
- C ☐ OTR
- D ☐ A/CE

Level Code

64-
- 2 ☐ Postsecondary
- 3 ☐ Adult

SPECIAL CODE ☐ 57

STUDY:

DATE:

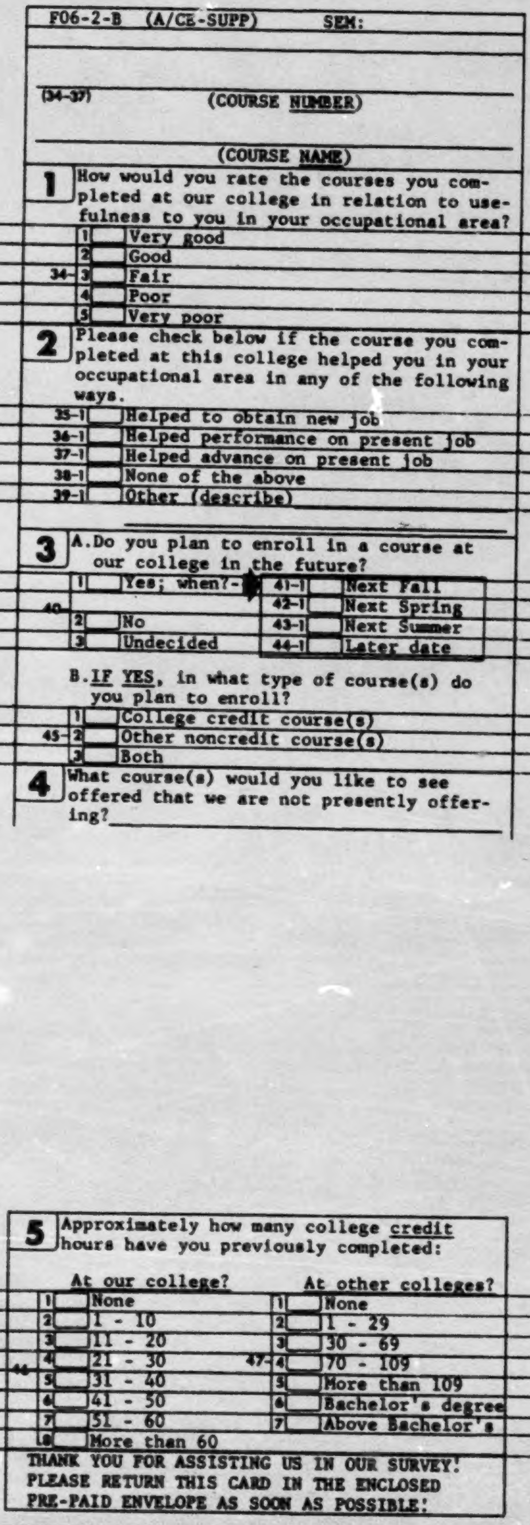
POPULATION:

SIS TABULATION SHEET

Adult and Continuing Education - Supplemental

Page ____ of ____

% - Rating	Totals		Totals	% - Rating



F06-2-B (A/CE-SUPP) SEM:

(34-37) (COURSE NUMBER)

(COURSE NAME)

1 How would you rate the courses you completed at our college in relation to usefulness to you in your occupational area?

34-
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Fair
- 4 ☐ Poor
- 5 ☐ Very poor

2 Please check below if the course you completed at this college helped you in your occupational area in any of the following ways.

- 35-1 ☐ Helped to obtain new job
- 36-1 ☐ Helped performance on present job
- 37-1 ☐ Helped advance on present job
- 38-1 ☐ None of the above
- 39-1 ☐ Other (describe)

3 A. Do you plan to enroll in a course at our college in the future?

40-
- 1 ☐ Yes; when?- 41-1 ☐ Next Fall
  - 42-1 ☐ Next Spring
  - 43-1 ☐ Next Summer
  - 44-1 ☐ Later date
- 2 ☐ No
- 3 ☐ Undecided

B. IF YES, in what type of course(s) do you plan to enroll?

45-
- 1 ☐ College credit course(s)
- 2 ☐ Other noncredit course(s)
- 3 ☐ Both

4 What course(s) would you like to see offered that we are not presently offering?________________

5 Approximately how many college credit hours have you previously completed:

At our college? (46-)	At other colleges? (47-)
1 ☐ None	1 ☐ None
2 ☐ 1 - 10	2 ☐ 1 - 29
3 ☐ 11 - 20	3 ☐ 30 - 69
4 ☐ 21 - 30	4 ☐ 70 - 109
5 ☐ 31 - 40	5 ☐ More than 109
6 ☐ 41 - 50	6 ☐ Bachelor's degree
7 ☐ 51 - 60	7 ☐ Above Bachelor's
8 ☐ More than 60	

THANK YOU FOR ASSISTING US IN OUR SURVEY!
PLEASE RETURN THIS CARD IN THE ENCLOSED PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

STUDY:

DATE:

POPULATION:

SIS TABULATION SHEET

Adult and Continuing Education - Other

Page ___ of _____

% - Rating | Totals

F06-3-C (A/CE-OTH) SEM:

(34-37) _______________ (COURSE NUMBER)

_______________ (COURSE NAME)

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE CATEGORIES BELOW:

1 How would you rate the course you completed at our college in relation to how it fulfilled your own individual needs?

1 ☐ Very good
2 ☐ Good
34- 3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

2 A. Do you plan to enroll in a course at our college in the future?

1 ☐ Yes; when? →
36-1 ☐ Next Fall
35- 37-1 ☐ Next Spring
2 ☐ No
38-1 ☐ Next Summer
3 ☐ Undecided
39-1 ☐ Later date

B. IF YES, in what type of course(s) do you plan to enroll?

1 ☐ College credit course(s)
40- 2 ☐ Other noncredit course(s)
3 ☐ Both

3 What course(s) would you like to see offered that we are not presently offering? _______________

4 Approximately how many college credit hours have you previously completed:

	At our college?		At other colleges?
	1 ☐ None		1 ☐ None
	2 ☐ 1 - 10		2 ☐ 1 - 29
	3 ☐ 11 - 20		3 ☐ 30 - 69
41-	4 ☐ 21 - 30	42-	4 ☐ 70 - 109
	5 ☐ 31 - 40		5 ☐ More than 109
	6 ☐ 41 - 50		6 ☐ Bachelor's degree
	7 ☐ 51 - 60		7 ☐ Above Bachelor's
	8 ☐ More than 60		

Totals | % - Rating

STATE FOLLOW-UP REPORTING

SUBSYSTEM VII
STATE FOLLOW-UP REPORTING

Population: May include students who can be identified as occupational/technical program "completers" as defined by the Department of Health, Education and Welfare's follow-up report form.

Suggested Instrumentation:
(SFR) State Follow-up Reporting (F07-1-C) Green
or
(GRAD-1) 1st Year Graduate (F04-1-G)
(OCC/TECH) Occupational/Technical Nonreturning Student (F03-2-C) or (NRS) Nonreturning Student (F03-1-E)
(A/CE-PREP) A/CE Preparatory (F06-1-B)

Type of Data Collected

In addition to types of data previously mentioned, the "State" questionnaires collect the below types of student follow-up information:

1. Employment status
2. College enrollment/other status
3. Sex and ethnic data
4. Relation of employment to courses completed
5. Major field of study
6. Course type code
7. Target population code
8. Level code

As stated previously, the general philosophy of SIS is to collect follow-up information for utilization at both the State and local level concurrently. The single card form questionnaire in this subsystem collects specifically that information for State reporting purposes. This questionnaire can be utilized by those who wish to collect no further information. Also, the questionnaire is designed for utilization in the follow-up of the three populations of students who are identified in the subsystem titled State Follow-up Reporting in the Activities Manual.

The same questions (for State reporting purposes) appear on four other SIS questionnaires. The questions are graphically noted on the questionnaires by the use of a "block shaded" design for the numeration of the question. The involved questionnaires and the location of the State questions appear below:

Questionnaire	Response Area
GRAD-1	1. Sex/ethnic question
	2. Selected areas in coding block
	3. Question A-2
	4. Question B-1
OCC/TECH (NRS)	1. Sex/ethnic question
	2. Selected areas in coding block
	3. Question A-5
	4. Question B-1
NRS	1. Sex/ethnic question
	2. Selected areas in coding block
	3. Question A-9
	4. Question B-1
A/CE-PREP	1. Sex/ethnic question
	2. Question 2
	3. Question 3
	4. Selected areas in coding block

Of course, the State questionnaire also contains the "State" questions as appears below:

SFR	1. Sex/ethnic question
	2. Question 2
	3. Question 3
	4. Selected areas in coding block

Data Collection Procedures

Because of HEW's designation of the approximate date of follow-up and "should show the status of respondents as of the work week ended nearest February 15 of the current calendar year," a mail-out survey is required. Also, the population (for State level purposes) is identified by HEW as "students who completed secondary, postsecondary, or adult preparatory programs during the fiscal year just completed." For a complete discussion of the proper procedures to follow when conducting a mail-out survey, Del Mar College's Follow-up Methodology and San Antonio College's Graduate Follow-up subcontractor reports should be consulted.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid pre-addressed envelope should always accompany the instrument.

The State follow-up questionnaire has been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the student to enter the information. Three mailing labels will be required for some students who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. For cost information relating to mail-out surveys, Navarro College's Follow-up Costs report should be consulted.

After the questionnaire is received from the student, the appropriate responses can be coded on the transmittal document which can be provided by the State agency. For proper analyses of the data, a data transmittal document should be completed on each student who was sent a questionnaire, even if no response was received. The "no response" designation should be completed in the appropriate space on the data transmittal sheet.

For actually reporting the follow-up information to the State, the responses to the "State" questions can be extracted from the questionnaire and coded on State data transmittal documents which will be utilized to process the data in a centralized location, therefore providing a degree of consistency in reporting and processing of data which will be used to complete the State and HEW follow-up report forms. More information concerning the procedural operation of this concept will be provided at a later date.

Preparing the Data for Processing

Provisions have been made by SIS to process the data in this subsystem by either manual or computer techniques. Regardless of the method of processing, careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the State questionnaire primarily concerns the completion of the appropriate boxes in the lower portion of the instrument. The student's program/course code can be entered in the 4 code blocks. By combining the appropriate code numbers with the exact nomenclature of your program/course areas, the data will appear in a much more usable format. The program/course code should be the code listing provided by the Texas Education Agency. Regardless of what major field code table is used, a complete listing of the code table and exact nomenclature of your program/course areas should be provided to the individual who is responsible for processing the data.

As can be noted by reviewing the TEA follow-up report form, the three types of coding (Course Type, Target Population and Level Code) appear in the same format on the questionnaires as specified on the State report form. Some abbreviation is used, but the categories are essentially the same, as noted below:

- Course Type Code
    - Coop
    - Non-Coop
    - Preparatory
- Target Population Code
    - REG (Regular)
    - DAVT (Disadvantaged)
    - HNCP (Handicapped)
- Level Code
    - Postsecondary
    - Adult

The TEA has previously provided definitions of the above terms although some problems still exist with the terms and their utilization. Although the other code areas (Term date, Group Code, and Special Code) are not required for State reporting purposes, these can be utilized to some benefit in local processing.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the month and year of the last semester attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 76, 77, etc.

For proper utilization of the Completion Code, the appropriate alphabetical code according to the below table should be provided on each program area and entered in the block designated as Completion Code on the questionnaire if you wish the data to be processed in this manner:

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering
G - Associate in Engineering Science
H - Associate in General Education
I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate
N - Associate in Fine Arts

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors such as undecideds, and A/CE for adult and continuing education students). It is expected that only the O/T and A/CE group code designations will be utilized by this subsystem.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, separate extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). Also, space has been provided on the State questionnaire to record the source of the data (i.e. mail questionnaire, interview, or school records).

Processing the Data

The processing of State reported information can be accomplished locally or statewide according to the desires of the college. If a college has utilized a form other than the State form (green card), the State data can be processed at the same time the local data is processed. Processing of other questionnaires has been discussed in subsystems discussed earlier.

Once the appropriate data is transmitted to the State, an analysis can be performed at three different levels as noted below:

1. Analysis by program area for completion of the TEA and HEW reports
2. Analysis by program area for State information utilization
3. Analysis by program area by college for local information utilization

After the State and local data is processed, the college will be able to compare its data with statewide statistics, therefore providing some degree of "measurement standard."

Of course, it may be appropriate to process the data manually. This consists of tabulating the number of responses to particular questions on a sheet designed in a manner similar to the one included at the end of this subsystem section. Appropriate space has been provided for "totaling" responses and computing percentages. Also, the appropriate information at the top of each tabulation sheet should be completed. The manual processing of data is normally not a large task, especially if the number of questionnaires is small and the tabulation effort can be accomplished as the questionnaires are received or at periodic intervals throughout the study period.

If the data is to be processed by individual categories (program area, ethnic group, sex, etc.) the appropriate information should be entered at the top of each tabulation sheet and recorded accordingly. You must normally have an individual tabulation sheet for each category, although different symbols, different colors of pencils, etc. have been used with some success.

Report Format and Reporting

Although the State report format will appear in much the same manner as the State follow-up report form, the data will be further analyzed for State informational use. The proper structuring of the statewide data by the State will impact the usability of the data to a large extent. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format.

The use of graphs and charts to display statewide data cannot be overemphasized. There is also much benefit to be gained by a college graphically comparing its data with the statewide results. SIS suggests that the follow-up information of most significance statewide and locally be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of years. Utilizing this comparative data, State and/or local personnel can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to State and college personnel, and meetings to discuss survey results can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again. It is especially important to compute and report percentages of individual response items in relation to the number of overall responses to a question. This is normally not a difficult task with a calculator (although time-consuming) but is considered "worth the effort" because of its ability to communicate to a large number of people.

Evaluation of the Survey

SIS suggests that follow-up process evaluation be included as an integral part of the operation of a follow-up system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. You can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found a suggested design for securing an evaluation of the State reported data. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Of course, the follow-up system should also be evaluated from a statewide standpoint. Although this could be a large task, a vast amount of information could be secured relative to the usability of the data, problems encountered in collecting and reporting the data, recommendations for future utilization of the system, etc.

TEX-SIS FOLLOW-UP

Student Follow-up Management Information System

EVALUATION OF STATE FOLLOW-UP REPORTING SURVEY

Name____

Position____

College/Agency____

Date____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 7 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Present employment status

   ☐ Present college enrollment status

   ☐ Other status information

   ☐ Relation of employment to course/program completed

   ☐ Course/program identification

   ☐ Ethnic data

   ☐ Sex data

   ☐ ____

2. What additional type(s) of information do you feel should have been collected from the survey population?

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

   b. Procedures for collecting the data?

   c. Questionnaire (wording of questions, format, etc.)?

5. What is your overall rating of the survey in terms of its usefulness in fulfilling your own individual needs for information. Check the appropriate box according to the below scale:

	1	2	3	4	5	6	7	
Very poor	☐	☐	☐	☐	☐	☐	☐	Very good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

STUDY:

DATE:

POPULATION:

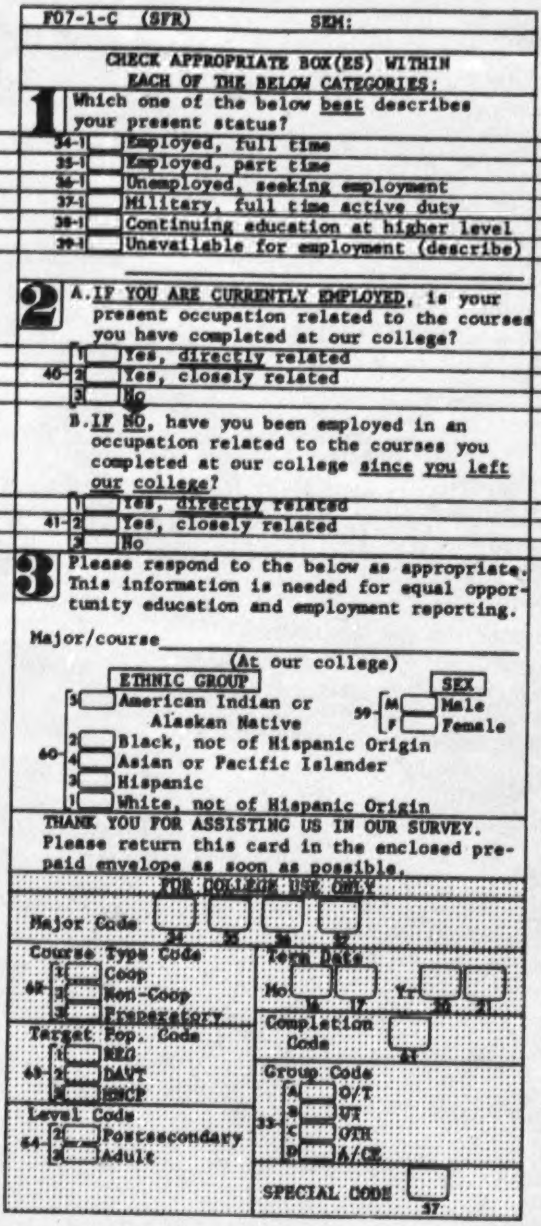
SIS TABULATION SHEET

State Follow-up Reporting

Page ___ of ___

% - Rating

Totals



F07-1-C (SFR) SEM:

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE BELOW CATEGORIES:

1 Which one of the below best describes your present status?

34-1 ☐ Employed, full time
35-1 ☐ Employed, part time
36-1 ☐ Unemployed, seeking employment
37-1 ☐ Military, full time active duty
38-1 ☐ Continuing education at higher level
39-1 ☐ Unavailable for employment (describe) ______

2 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

40- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

41- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

3 Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major/course ______________
(At our college)

ETHNIC GROUP

60- 5 ☐ American Indian or Alaskan Native
2 ☐ Black, not of Hispanic Origin
4 ☐ Asian or Pacific Islander
3 ☐ Hispanic
1 ☐ White, not of Hispanic Origin

SEX

59- M ☐ Male
F ☐ Female

THANK YOU FOR ASSISTING US IN OUR SURVEY. Please return this card in the enclosed prepaid envelope as soon as possible.

FOR COLLEGE USE ONLY

Major Code ☐ 34 ☐ 35 ☐ 36 ☐ 37

Course Type Code
62- 1 ☐ Coop
2 ☐ Non-Coop
3 ☐ Preparatory

Term Date
Mo ☐ 16 ☐ 17 Yr ☐ 20 ☐ 21

Completion Code ☐ 61

Target Pop. Code
63- 1 ☐ REG
2 ☐ DAVT
3 ☐ HNCP

Group Code
33- A ☐ O/T
B ☐ VT
C ☐ OTH
D ☐ A/CE

Level Code
64- 2 ☐ Postsecondary
3 ☐ Adult

SPECIAL CODE ☐ 37

Totals

% - Rating

FOLLOW-UP IMPLEMENTATION

SYSTEM IMPLEMENTATION

In order for SIS to operate at its maximum potential, a central coordination effort is necessary to plan and emphasize certain follow-up activities (both State and local) which may be desired. In this way, the efforts of a large number of individuals can be used toward the common goal of supplying student follow-up data to decision-makers. As concluded in the SCOS-DELPHI study, local administrative support is vital to the success of SIS at the local and State level. If assurance is not obtained that both verbal and financial support is forthcoming, it will be difficult to operate at a meaningful level of effectiveness. Also, if interest in securing student follow-up data is lacking, there is little assurance that the information produced will be utilized to any great extent. It goes without saying that there is little purpose in collecting and reporting information that is not utilized. However, in most cases, the "selling" of the desired SIS subsystems to college personnel has not been a difficult task. The expression of the "need for follow-up data" far outweighs the "lack of interest" on the part of Texas community/junior college educators. However, most individuals are justifiably concerned about the staffing and financial resources which may be required. For this reason, SIS allows the college the option of choosing its own level of interest by deciding upon what subsystems will be implemented. In this way, a college may "tailor" SIS to fit its own needs and financial resources.

Some colleges have used local committees to assist the person responsible for follow-up in the decision to participate and choosing the level of involvement. Regardless of how the decision is made, careful thought should be given to the specific data needs of the college. SIS recommends the active involvement of as many people as possible to more accurately predict this need. After the need is tentatively identified, priorities can be set according to the staffing and financial resources. If, after this process, the college desires to use any of SIS's questionnaires, the system can be implemented by utilizing the manuals and subcontractor reports. However, if SIS's questionnaires are not sufficient to fulfill the basic needs of the college, a new questionnaire should be designed, reviewed and tested by the college. SIS promotes the concept of an institution designing its own questionnaire because of the local emphasis which can be inserted into the design and wording of the questions. A "questionnaire generator" has been produced by SIS for college use in designing new questionnaires. This questionnaire generator contains questions which have been taken from many instruments (which have been reviewed by the Project FOLLOW-UP staff) from both inside and outside the State of Texas. Additionally, the questions are categorized according to subject area for ease in finding sample questions which may be altered to conform to a specific need. San Antonio College's Graduate Follow-up subcontractor report lists some specific guidelines to follow when designing a questionnaire. Also, booklets describing other design considerations can be purchased at a reasonable cost.

After the data needs and questionnaires are decided upon, SIS recommends the adoption of a cycling procedure which will allow the college to develop comparative follow-up data over a large number of years in a cost-effective manner. The below information presents a suggested cycling procedure by level, with Level I indicating a large amount of involvement and Level III a lower amount of involvement. The year intervals indicate the period which may elapse before another study of the same type would be conducted.

Questionnaire	Level I	Level II	Level III
SEI	2 years	4 years	6 years
COS/W	2 years	4 years	6 years
COL/W	2 years	4 years	6 years
WO	3 years	6 years	9 years
NRS	2 years	4 years	6 years
OCC/TECH	2 years	4 years	6 years
GRAD-1	1 year	1 year	1 year
GRAD-3	3 years	6 years	9 years
GRAD-5	3 years	4 years	6 years
EMP	2 years	4 years	6 years
A/CE-PREP	3 years	6 years	9 years
A/CE-SUPP	3 years	7 years	10 years
A/CE-OTH	3 years	7 years	10 years
SFR	1 year	1 year	1 year

By following one of the above Levels, a college will be able to utilize all of the questionnaires at least once over a 10-year period of time. If common questionnaires are used for each type of study, and several studies are conducted over the 10-year period, meaningful comparative data can be generated to accurately describe any student follow-up trends which may be evident. Trend data, of course, is very valuable information for use in planning and predicting college needs and activities. The above chart can also be developed into a planning instrument (by year) if a college so desires. By "staggering" the follow-up studies, staff work load can be reduced. The chart on the following page demonstrates how Level II studies might be staggered to demonstrate the effect of cycling.

TEX-SIS Cycling - Level II

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
SEI	▨				▨				▨		
COS/W		▨				▨				▨	
COL/W			▨				▨				▨
WO		▨						▨			
NRS			▨				▨				▨
OCC/TECH			▨				▨				▨
GRAD-1	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
GRAD-3	▨						▨				
GRAD-5	▨				▨				▨		
EMP		▨				▨				▨	
A/CE-PREP				▨						▨	
A/CE-SUPP					▨						
A/CE-OTH					▨						
*SFR	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨

*May duplicate local data collection

If the college chooses a particular area of emphasis (such as student's educational intent data, college withdrawal data, nonreturning student data, etc.) the frequency of this type of study may be increased. Of course, the different semesters (fall, spring, and summer) can also be used to schedule certain follow-up activities for comparison purposes.

Since statewide coordination of SIS is expected to be supplied, many activities which would normally have to be locally initiated have the potential of being centralized to a certain extent. The two areas most often mentioned as exhibiting "centralization" capabilities are the printing of the questionnaires and processing of the data. SIS provides the necessary tools for a college to do its own printing and processing if it so desires. However, it may be possible to reduce costs (because of volume and personnel requirements) by centralizing and/or providing these services on a regional or statewide basis.

State level coordination may be able to provide the leadership for initiating the necessary services. Also, as described in the State Follow-up Reporting subsystem, State follow-up data can be collected at the same time the local data is collected. After the information is collected at the local level, standardized data transmittal devices can be used to effectively process the data, thereby producing reports for completion of the State follow-up report form, HEW follow-up report form, and compilations for feedback to the colleges.

SIS's Manuals and subcontractor reports provide the necessary "detail" information for colleges to become involved in a follow-up system of the type described. It should be remembered that the overall success of a follow-up system can only be measured by the impact it may have on the enhancement of the college's educational delivery capability.

MISCELLANEOUS

SIS

STUDENT FOLLOW-UP INFORMATION SYSTEM

UNIVERSITY OF CA
LOS ANGELES

OCT 1 5 1976

CLEARINGHOUSE F
JUNIOR COLLEGES

PROJECT FOLLOW-UP

FOLLOW-UP

- MAJOR FIELD OF STUDY
- COURSE TYPE CODE
- TARGET POPULATION CODE
- LEVEL CODE
- EMPLOYMENT STATUS
- COLLEGE ENROLLMENT/OTHER STATUS
- RELATION OF EMPLOYMENT TO COURSES COMPLETED
- SEX AND ETHNIC DATA
- PRIOR EMPLOYMENT INFORMATION
- COURSE ENROLLMENT INFORMATION
- OPINION OF COURSES COMPLETED
- OPINION OF STUDENT SERVICES AREAS
- NAME OF TRANSFER COLLEGE AND STATUS
- GPA AT TRANSFER COLLEGE
- TRANSFER PROBLEM AREAS
- JOB TITLE AND NAME OF EMPLOYER
- USEFULNESS OF COURSES TO JOB PERFO
- SALARY INFORMATION
- UNRELATE

FOLLOW-UP QUESTIONNAIRES

- STATE FOLLOW-UP REPORTING (Green Card)
- GRADUATE- 1 (Green Sheet)
- A/CE - PREPARATORY (Natural card)
- OCC/TECH-NRS (Blue sheet)
- NONRETURNING STUDENT (Pink sheet)
- STUDENT'S EDUCATIONAL INTENT (Salmon card)
- COURSE WITHDRAWAL (White card)
- COLLEGE WITHDRAWAL (Blue card)
- WALK-OFF (Gray card)
- GRADUATE - 3 (Gray sheet)
- GRADUATE - 5 (Gold sheet)
- EMPLOYER (Tan sheet)
- A/CE - SUPPLEMENTAL (Yellow card)
- A/CE - OTHER (Red card)

LEVEL I

LEVEL II

LEVEL III

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 15 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

The purpose of the below matrix is to give a graphic representation of the data collected by SIS and questionaires utilized to collect that data. By use of the shaded areas, one may develop a knowledge of the type of information each questionaire collects. Also, as can be noted, there are common data elements on many of the questionaires. The three levels noted on the matrix may be defined as:

Level I – Designed to collect information for State follow–up reporting purposes.
Level II – Designed to collect information for local utilization as well as State follow–up reporting purposes.
Level III – Design to collect information for local utization only.

OW-UP DATA ELEMENTS

STATUS
ANSFER COLLEGE
TRANSFER PROBLEM AREAS
JOB TITLE AND NAME OF EMPLOYER
USEFULNESS OF COURSES TO JOB PERFORMANCE
SALARY INFORMATION
REASONS FOR EMPLOYMENT IN AREA UNRELATED TO COURSES COMPLETED
RELATION OF COURSES TO CAREER PLANS
SUGGESTION OF IMPROVEMENT OF COURSES OR SERVICES
GENERAL COMMENTS
ATTENDANCE OBJECTIVE
DEGREE OF GOAL COMPLETION
REASONS FOR NONRETURNING STATUS
HISTORY OF COURSES COMPLETED
FUTURE ENROLLMENT/COURSE INTERESTS
OPINION OF EDUCATIONAL EXPERIENCE
JOB OUTLOOK INFORMATION
REASONS FOR WITHDRAWAL STATUS
NEED OF COUNSELOR ASSISTANCE
USE OF WHAT COLLEGE SERVICES
MOBILITY INFORMATION
ACTIVITIES SINCE COLLEGE
OPINION OF JOB PERFORMANCE
PLACEMENT SOURCE
UPWARD MOBILITY INFORMATION
JOB SATISFACTION INFORMATION